DOCUMENT RESUME

ED 109 493 95 CE 004 353

TITLE	309b [Adult Education Act] Replication Guide.
INSTITUTION	Butte Vocational-Technical Center, Montana.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	[73]
GRANT	OEG-0-70-5154(324); OEG-0-71-4406(324); OEG-8-72-0072(322)
NOTE	96p.; For related documents, see CE 004 351-352
EDRS PRICE	MF-$0.76 HC-$4.43 PLUS POSTAGE
DESCRIPTORS	Administrator Responsibility; *Adult Basic Education; *Adult Education Programs; Advisory Committees; Class Organization; Educationally Disadvantaged; Evaluation; *Guidelines; Home Instruction; Inservice Education; Instructional Design; Instructional Materials; *Program Design; *Program Development; Recordkeeping; Records (Forms); Recruitment
IDENTIFIERS	Project Homebound; Project Pepare; The Experiment at Butte

ABSTRACT

The replication guide for the construction and implementation of an adult basic education (ABE) program is based on three Federally funded, Butte, Montana demonstration projects: Project Homebound, The Experiment at Butte, and Project Prepare. The guide provides specific advice and recommendations on: staff selection, workshops, student recruitment, class organization and instruction, inservice training, advisory committees, materials, instructional design, recordkeeping, and evaluation. Conclusions drawn from the demonstration projects include: homebound basic instruction is valuable for educationally disadvantaged adults unable to attend classes; incorporating teaching reflective materials in the humanities with teaching ordinary adult basic education skills is worthwhile for some ABE students; educationally disadvantaged parents can be taught ABE skills in their own homes, and these parents can be taught simultaneously how and what to teach their preschool children; student recruitment and retention must be given first priority in any ABE program; emphasis in all ABE instruction must be placed on communication and computation skills; regular inservice training conducted by qualified instructors should replace protracted preservice training; and employment of mature, trained paraprofessionals, under the close supervision of certified teachers, is a practical method of ABE instruction. Appendixes provide sample forms, and statistical tables on dropouts, accomplishments, and demographic information. (Author/PR)

ED109493

309 REPLICATION GUIDE

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

OE 004353

SCHOOL DISTRICT #1 BUTTE MONTANA
BUTTE VOCATIONAL TECHNICAL CENTER

OFFICE OF EDUCATION GRANT NUMBERS
ADULT EDUCATION ACT, SECTION 309
OEG-0-72-0072 (322)
OEG-0-71-4465 (324)
OEG-0-70-8164 (324)

ACKNOWLEDGEMENT OF FEDERAL SUPPORT - THE PROJECTS REPORTED HEREIN WAS SUPPORTED BY GRANTS FROM THE DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, OFFICE OF EDUCATION.

STATEMENT

Butte Vocational-Technical Center, School District #1, in Butte, Montana, was granted the unique opportunity of demonstrating three sequential 309b (Adult Education Act) projects from 1970-1973. These were Project Homebound, The Experiment at Butte, and Project Prepare.

These programs provided opportunities in Silver Bow County for some under-educated adults in kitchen classes at home and group classes in neighborhood centers to improve their economic, social, and educational positions in the community. In addition, the projects provided non-English speaking adults the opportunity to become reasonably proficient in communicating in English. The total number of adults enrolled over the three-year period was 818. A general analysis of this number was: One-sixth were foreign-born, predominantly Asians and Europeans; one-third were American Indians and Mexican-Americans; one-half were urban whites residing within the Model City area.

This replication guide is a source of information that may be used to advantage in adult basic education in the development of a sound instructional program for adults.

MAURICE DRISCOLL
VOCATIONAL DIRECTOR

RECOMMENDATIONS FOR ACTION

From the 309b demonstration projects, Project Homebound, The Experiment at Butte, and Project Prepare, special areas of immediate needs of adults in basic education in this community can be identified.

In order of priority the recommendations pertaining to these areas are:

1. Establishment of a reading center to teach basic skills and remedial reading to adults
2. Instructional opportunities to learn fundamentals of math involving practical problems
3. Naturalization classes
4. Emphasis on English as a Second Language in groups practicing social conversation and writing essentials
5. Provisions for a high school equivalency component
6. Parental courses in teaching pre-schoolers, family problem-solving, and social living skills

Montana State Department of Public Instruction statistics for 1973 reveal that 11,923 educationally disadvantaged adults reside in Silver Bow County.

These adults can be accommodated with limited resources in the facilities of Butte Vocational-Technical Center, by continuation of individualized instruction regularly to complement on-going classes for post-secondary students, and by presentation of group instruction periodically to adults in the community.

INTRODUCTION

The three proposals (Section 309b Adult Education Act) set forth the development of demonstrations in Adult Basic Education in a home setting to use volunteer tutors, to combine reflective thinking with the teaching of basic skills, and to show parents how and what to teach their pre-school children.

Project Homebound, a demonstration program in the use of volunteers as a means of attacking adult illiteracy, proved operational in Butte, Montana, in 1970-71. The Adult Basic Education program which included communication and computation skills functioned to bring education into the homes and neighborhoods of Butte adults.

Surveys indicated that conditions in Butte, Montana, coincided with conditions nationally and that less than five percent of the people in need of basic education actually received it. The greatest obstacle to individuals participating in the usual Adult Basic Education classes was the problem of leaving home to attend class. Many did not come because they lacked transportation, could not pay babysitters, or in some way were handicapped. For some individuals enrollment in a public school sponsored ABE class gave evidence to friends and neighbors that the individual was in need of literacy training. Therefore, the act of attending class became a source of embarrassment.

Project Homebound rested on a simple axion: If the urban person in need of education could not or would not come to class, the educator should go to him. Project Homebound students were drawn from residents of the Butte urban area, the majority of whom reside in the Model Neighborhood Area and are affected by the one major industry, copper mining. The sample was restricted to those who are adults and have less than

a high school education. The adult educational achievement level in the target area is approximately two years lower than the rest of the Butte urban area.

The Experiment at Butte was designed to build upon the knowledge gained and contributions made by Project Homebound in resolving many of the problems of delivering a curriculum to adults seeking basic education. The Experiment was funded for 1971-72.

The purpose of this demonstration project was designed to determine the effectiveness of the Joseph Tussman education model, Experiment at Berkeley, in an ABE program. Its major intent was to combine in lessons the teaching of reflective skills with the teaching of ordinary ABE skills. Other aims for the project were also set to more fully approximate the Tussman design. These aims called for drawing students into small educational groups in which teachers worked to develop an informal relaxed feeling and to develop critical thinking through discussions. The second year project sought to refine further the selection of educational setting (groups and materials) most satisfactory for both students and teachers and to develop and test new vehicles for delivering the ABE curriculum. Teachers were expected to present themselves, not as occupants of positions on educational pedestals nor as experts or advocates of the traditional model of instruction and explanation, but as guides, helpers, and fellow students.

Project Prepare was a home-based Adult Basic Education and preschool program. The purpose of Project Prepare was to teach educationally disadvantaged parents ABE skills in their own homes and then to show these parents how and what to teach their pre-school children. The primary objective of this program was remediation of parental communication and computation deficiences. The secondary objective was

eventual elimination of the pre-schoolers' learning problems. This project was innovative in that it not only affected the parent adult but its influence carried over to the child. As parents realized their own educational goals, they became more confident in guiding their children. Project Prepare was in effect during 1972-73.

These three projects have proven to be effective operational vehicles in ABE instruction in Butte, Montana, and can be replicated in other American cities.

TABLE OF CONTENTS

1. Statement

2. Recommendations For Action

3. Introduction

4. Table of Contents

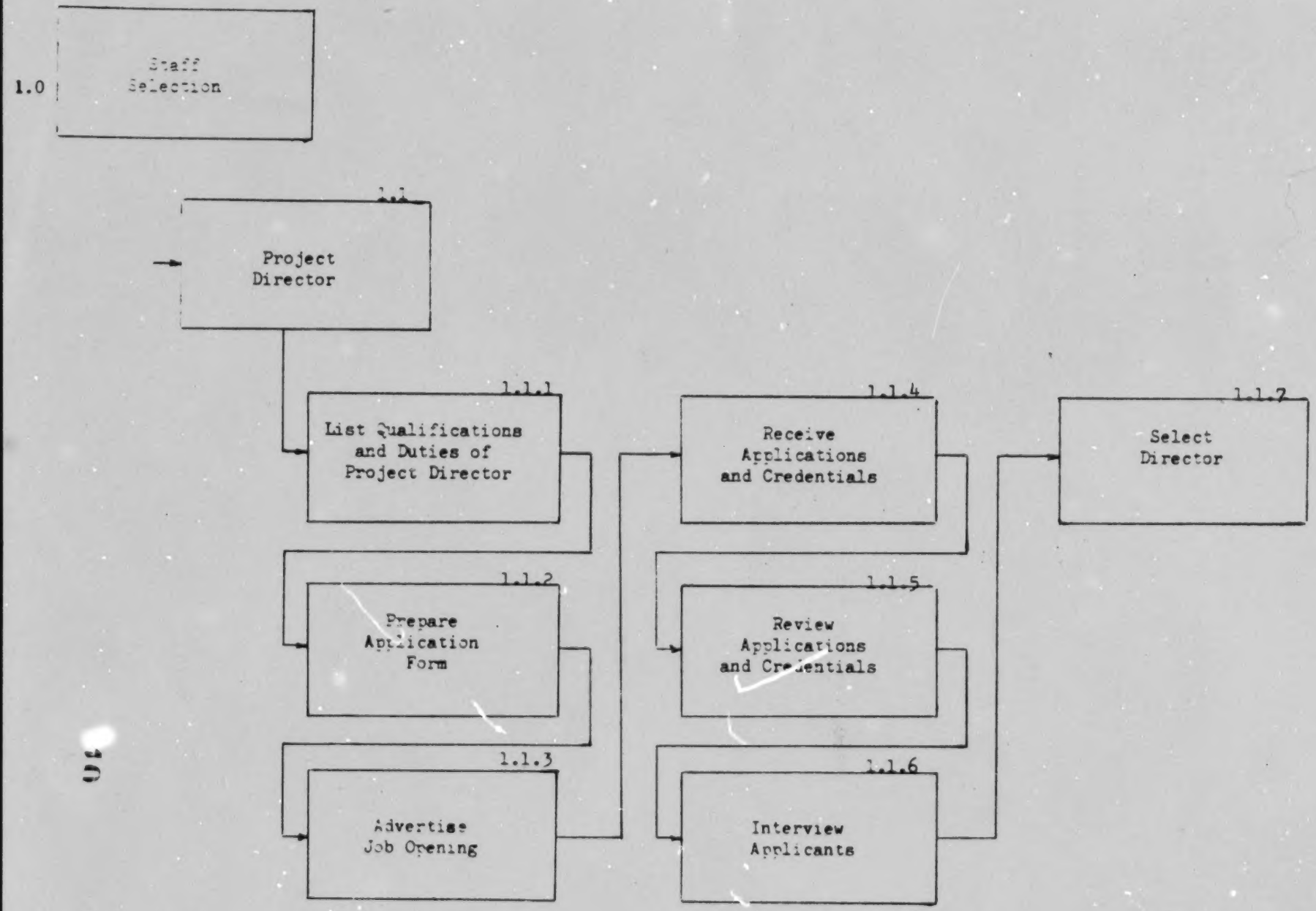
5. Replication Guide

6. Instructional Design
   Record Keeping
   Evaluation

7. Conclusions

8. Appendix

REPLICATION GUIDE


1.0
Staff Selection
1.1
Project Director
1.1.1
List Qualifications and Duties of Project Director
1.1.2
Prepare Application Form
1.1.3
Advertise Job Opening
1.1.4
Receive Applications and Credentials
1.1.5
Review Applications and Credentials
1.1.6
Interview Applicants
1.1.7
Select Director

1.0 Staff Selection

The three 309b project proposals stipulate salaried staff as follows: One director, one assistant director, six full-time teachers, six full-time aides, a counselor, and a secretary. Volunteers, when requisite, complete team personnel.

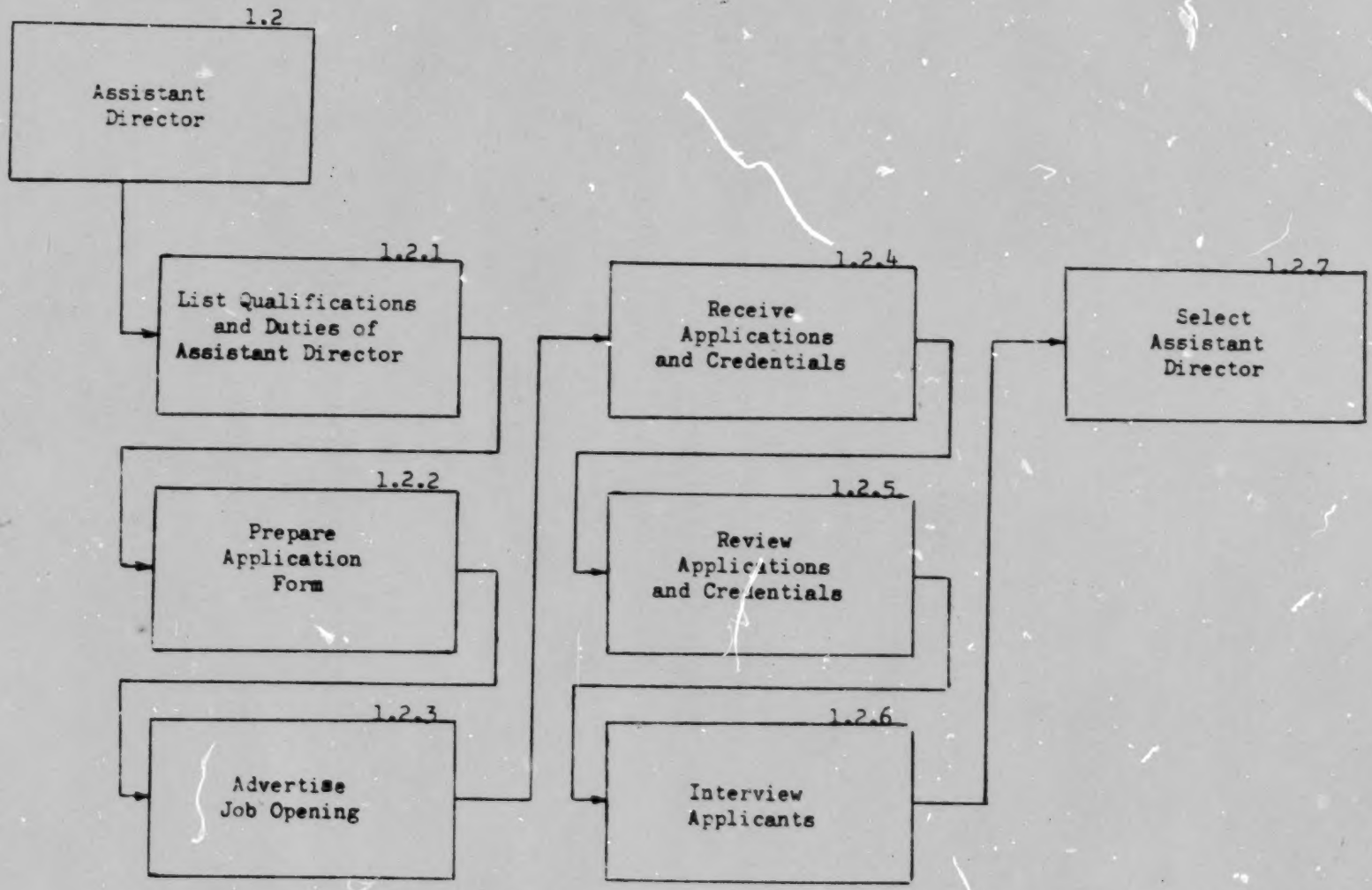
Following are the procedures for selection of this staff.

1.1 Project Director

1.1.1 The ABE Director of programs with the magnitude of Homebound, Experiment at Butte, and Project Prepare has many of the same responsibilities as a school superintendent. He must hire a teaching staff; he must determine the competence of prospective teachers; he must evaluate the adequacy of the instruction; he must see that financial records are maintained and that the budget balances; he must see that adequate records are developed and kept current; he must see that provisions are made for supplies and equipment; he must see that recruitment and registration of students is orderly and efficient; he must provide for the necessary pre- and in-service training of the staff. Additional responsibilities and duties include preparation and submission of periodic reports, provision for final student evaluations, and compilation of a comprehensive final report.

Some ideal qualifications for a 309-b Director are: He should have a master's degree or its equivalent as recognized by the state or local school system. The Director should meet the requirements of general administrators and for supervisors in the state or region concerned. He should have a minimum of six hours of specialized study in the field of Adult Basic Education. His professional preparation should include study in the areas of liberal arts, human relations, and school administration.

1.1.2 The application form required by the local school district for
1.1.3 administrative positions is completed by applicants. Notification of position should be placed in the classified ads, on faculty bulletin
1.1.4 boards of schools, and should be given to the news media. Applications for the position of Director are received and these applications and
1.1.5 credentials are reviewed by grant recipients.
1.1.6 Interviews are held with the most desirable applicants, and from
1.1.7 those a Director of the project is selected, upon approval of the local school board.


1.2
Assistant Director
1.2.1
List Qualifications and Duties of Assistant Director
1.2.2
Prepare Application Form
1.2.3
Advertise Job Opening
1.2.4
Receive Applications and Credentials
1.2.5
Review Applications and Credentials
1.2.6
Interview Applicants
1.2.7
Select Assistant Director

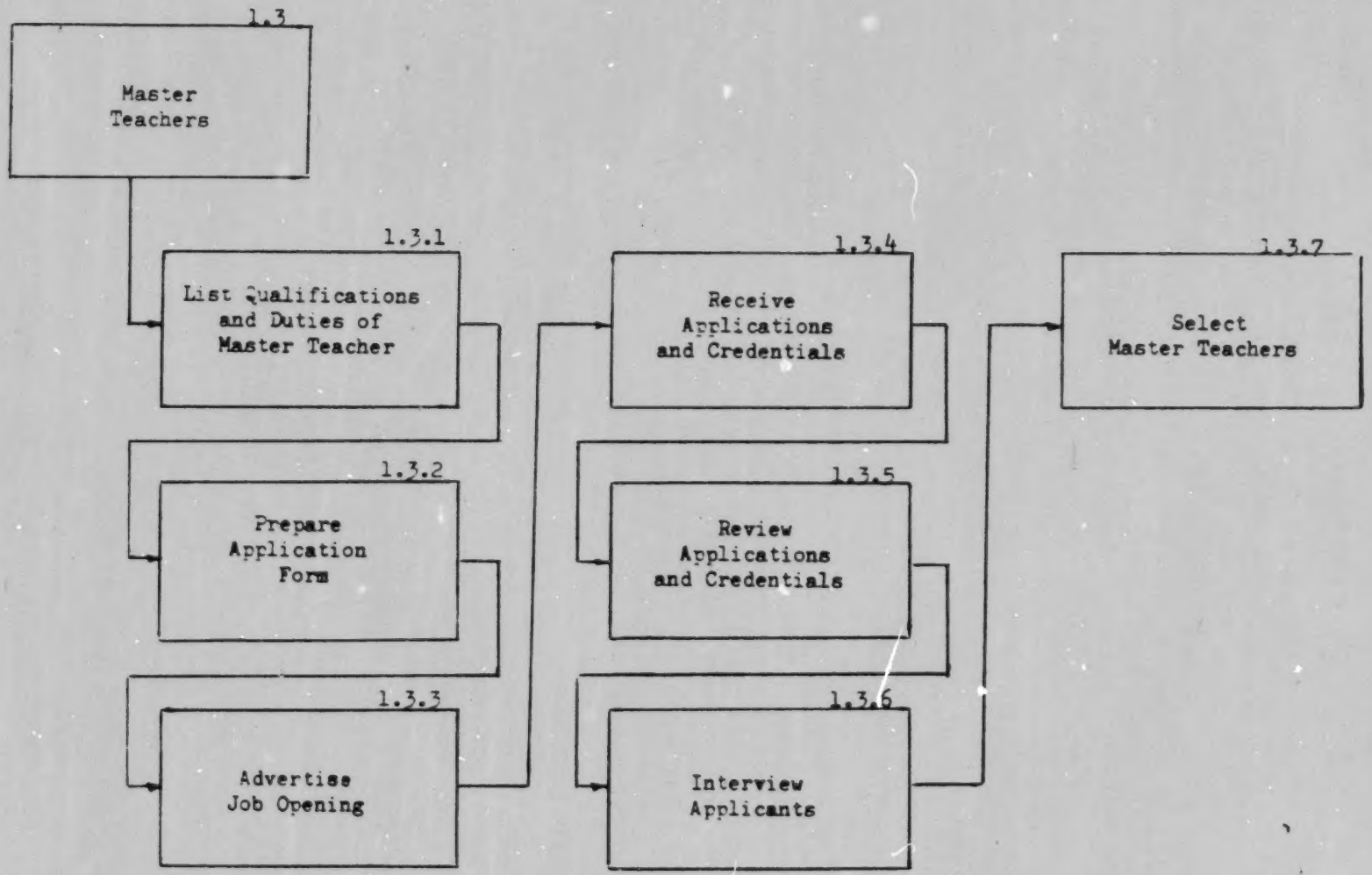
1.2 Assistant Director

Both positions of Director and his Assistant require credentials and transcripts of credits from institutions attended, and references from former employees. No teaching certification is required. Applicants should be residents of a community and well acquainted with its people and needs.

1.2.1 The Assistant Director of 309b projects assumes the Director's duties when the Director is out-of-town or attending ABE workshops or meetings. The Assistant Director is responsible for compilation of statistical data relating to students' hours, progress, transfers, and assignments to teams. He records team teaching hours, staff absences, in-service attendance, mileage requests, and distributes pay checks, which are prepared by the school clerk. Orders of all materials are made by him, a filing system to organize such materials is set up, inventory is taken regularly, and a check-out and return system implemented. The Director and Assistant Director cooperatively direct office activities, hire and supervise staff, and maintain the budget. Compilation of statistics and the preparation of graphs and charts for HEW and state reports are duties of the Assistant. He interviews a cross-section of students each month from each team performance and student attitude toward the projects.

The qualifications for the Assistant Director are established by the local board of education, being similar to those required of an assistant principal.

1.2.1-1.2.7 Procedures for preparing application forms, advertisement of job openings, receipt and review of application by the grantees, interviews and final recommendation of one selection being sent to the board of trustees for approval--all are similar to those for hiring the Director.


1.3
Master Teachers
1.3.1
List Qualifications and Duties of Master Teacher
1.3.2
Prepare Application Form
1.3.3
Advertise Job Opening
1.3.4
Receive Applications and Credentials
1.3.5
Review Applications and Credentials
1.3.6
Interview Applicants
1.3.7
Select Master Teachers

1.3 Master Teachers

1.3.1. The guidelines utilized in the hiring of Master Teachers are standardized. Certification by the State Board of Education is essential, and teachers from various academic areas are sought to meet the wide range of student needs. Previous work experience with adult education is desired, but not mandatory. Great emphasis must be placed on the general attitude conveyed in applicant interviews toward a non-traditional approach to teaching.

The primary function of the Master teacher is one of leadership within an assigned team. Besides teaching, the duties involved with this role can be broken down into several categories: Conducting in-service training, evaluation of the student's academic level, guiding the tutors in their preparation of lessons and the utilization of proper materials, control and knowledge within the assigned team of time schedules, number of students, what classes are held and where.

1.3.2 In the selection of the Master Teachers, the general school district application form is used.

1.3.3 Advertising for applications for the available positions in the daily newspaper is essential. The policy of most school districts requires the listing of all teacher openings in the regular superintendent's bulletin.

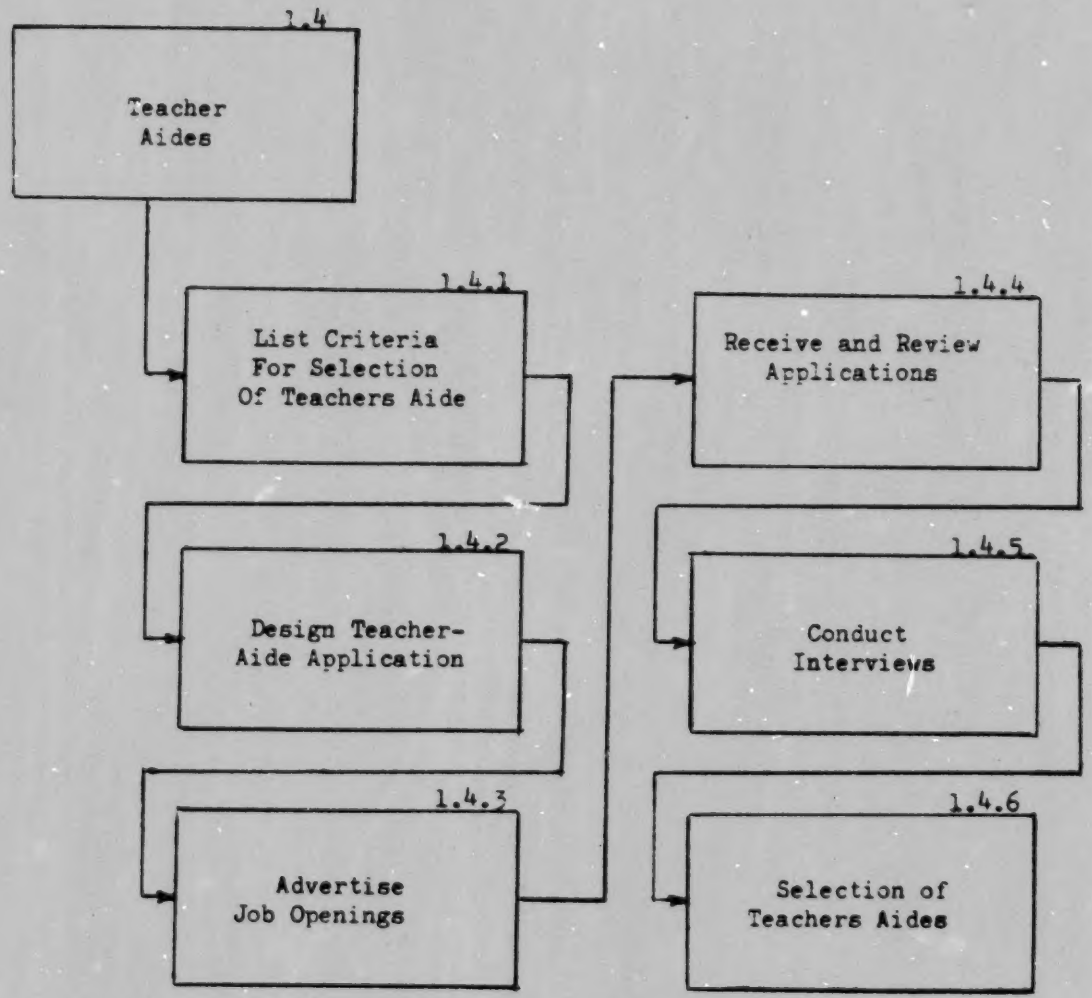
1.3.4 The advertising should result in numerous applications for the six positions. Credentials are required from each applicant consisting of an up-to-date college transcript, proof of certification and degree, and letters of recommendation.

1.3.5 Reviewing all of the teachers' applications and credentials follows.

Selection of the best qualified teacher in each academic field is necessary to meet the needs of the project.

1.3.6 The uniqueness of 309b projects with their individualized lesson plans and flexible teaching hours must be explained to the teacher applicants during interviews.

1.3.7 The Master Teachers, are selected by grant recipients, the Project Director, and Assistant Project Director.


1.4
Teacher Aides
1.4.1
List Criteria For Selection Of Teachers Aide
1.4.2
Design Teacher-Aide Application
1.4.3
Advertise Job Openings
1.4.4
Receive and Review Applications
1.4.5
Conduct Interviews
1.4.6
Selection of Teachers Aides

1.4 Teacher Aides

1.4.1 The teacher aide, as hired by the project, is intended to function as the clerical and instructional assistant to the Master Teacher. Applicants should be high school graduates or the equivalent. A proficient ability in typing is sought. Clerical knowledge is of utmost importance. Supplying one's own transportation is mandatory. Any background experience with the target population is desirable.

The main duty of the teacher aide is to assist the Master Teacher. The assistance ranges from the typing and preparation of lesson materials, to the actual "taking-over" of the classes and becoming the instructor.

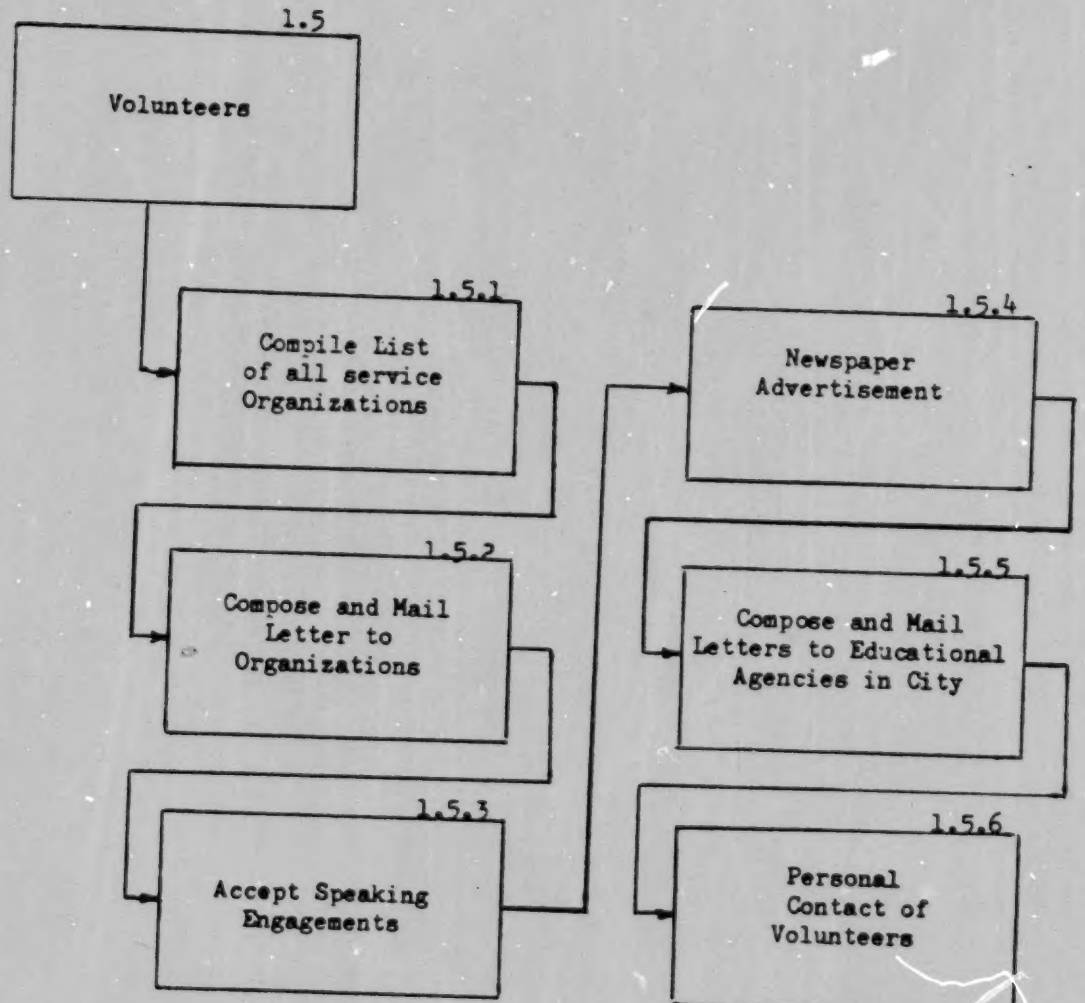
1.4.2 The teacher aide's application is designed to incorporate the education, work experience, and skills pertinent to employment within the project.

1.4.3 The policy of the school district usually requires the advertising of aide openings in the superintendent's bulletin and in local newspapers.

1.4.4 Applications are received and reviewed, taking into consideration the unique needs of the project. Aides who have previous training and ABE experience are given preference.

1.4.5 The interviewing process includes an introduction to project objectives. As the program progresses and the aides begin to take over the actual teaching of students, knowledge of lesson preparation, adaptability to individualized situations, and flexible working hours become equally important.

1.4.6 Selection of teacher aides is completed by the same team which reviews the Master Teacher applications.


1.5
Volunteers
1.5.1
Compile List of all service Organizations
1.5.2
Compose and Mail Letter to Organizations
1.5.3
Accept Speaking Engagements
1.5.4
Newspaper Advertisement
1.5.5
Compose and Mail Letters to Educational Agencies in City
1.5.6
Personal Contact of Volunteers

1.5 Volunteers

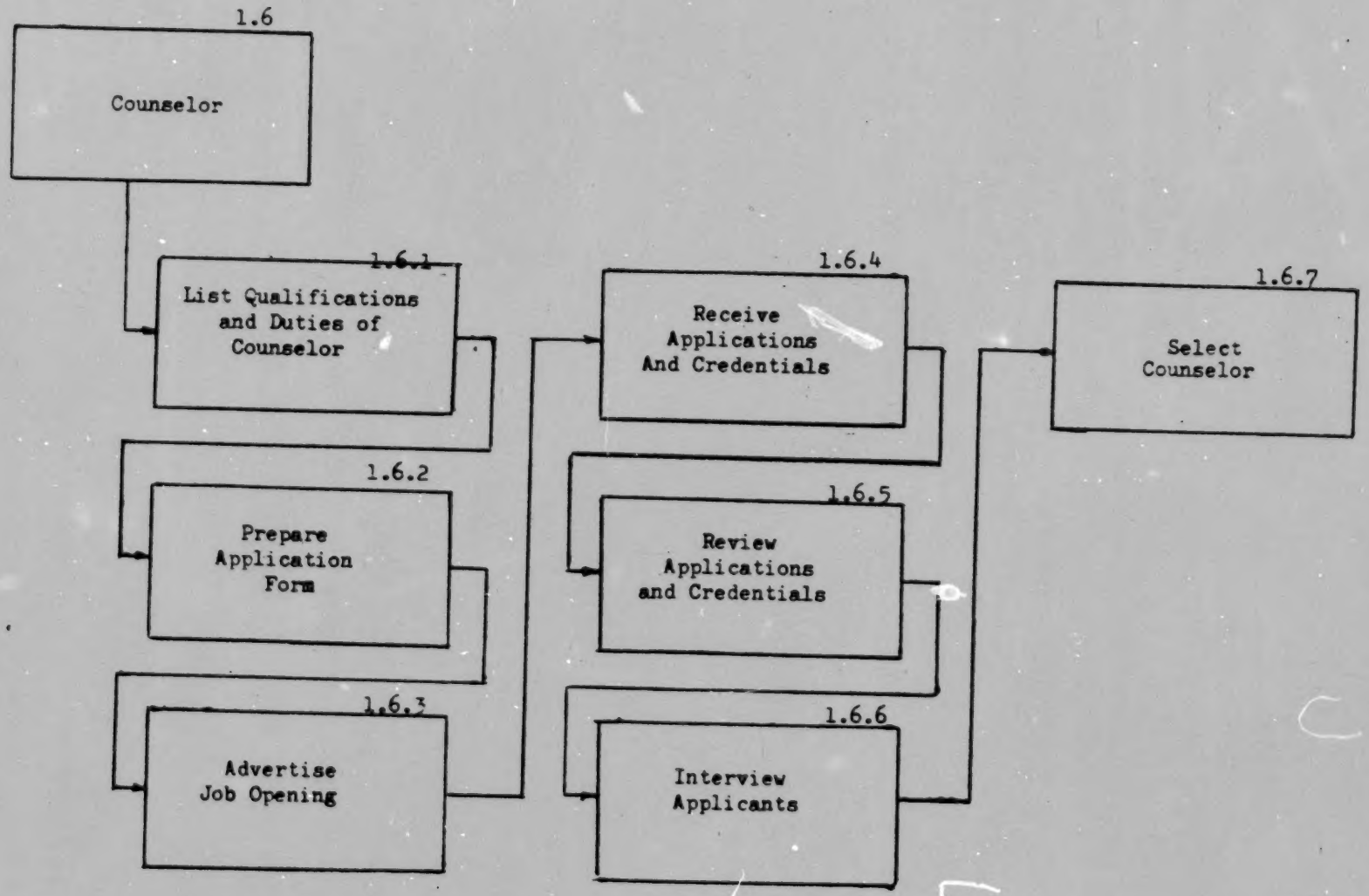
An effective volunteer must possess a religious-like dedication to the student and to the assignment. In addition these qualities are essential: Be dependable and enthusiastic, be competent or willing to develop competency in teaching areas, be sensitive to student's personal feelings, be harmonious with administrators and teachers, be receptive to the challenge of new ideas and new situations, and be flexible.

1.5.1 A list of all service organizations can be obtained from
1.5-2 the local Chamber of Commerce. A form letter should be composed and mailed to them asking that names of persons interested in
1.5.3 volunteering be forwarded to the Director. The letters also request the opportunity for the Director to schedule speaking engagements to explain the original proposal and the purpose of the project.

1.5.4 Newspaper advertisements request the need for interested persons to volunteer. This media reaches persons not members of organizations.

1.5.5 Letters to educational agencies are desirable to enroll volunteers, retired or active, already experienced and trained in the teaching profession, although this is not a necessary qualification of a volunteer.

1.5.6 After compilation of a list of names of volunteers, personal contact is made by one of the Master Teachers who then aligns students, volunteers, and/or aides on one team.

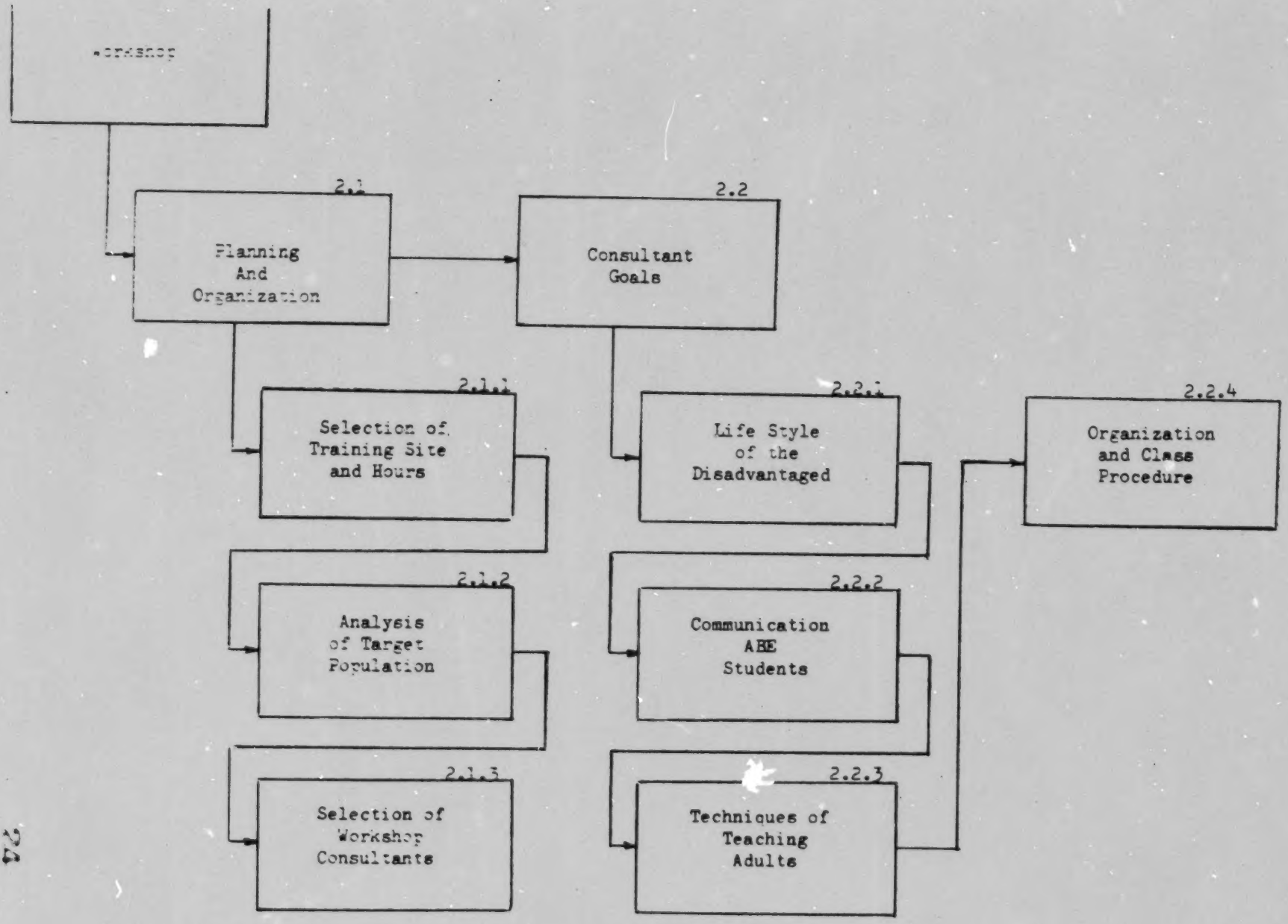

1.6
Counselor
1.6.1
List Qualifications and Duties of Counselor
1.6.2
Prepare Application Form
1.6.3
Advertise Job Opening
1.6.4
Receive Applications And Credentials
1.6.5
Review Applications and Credentials
1.6.6
Interview Applicants
1.6.7
Select Counselor

1.6 Counselor

The function of a Project Counselor is to work with students in the program and to assist students in getting into the program. He interviews students to discover their individual expectations and assess how these can best be met. The counselor works with the students on a one-to-one basis or in a small group situation to offer assistance in any problem which the student wishes to discuss. Such matters can be personal, educational, or vocational.

1.6.1 The Counselor for any adult education program of this type must hold at least a B.S. degree in counseling, and be certified by the state or local school board. Previous experience involving the counseling of adults will be an asset to the program. Because most involvement in 309b programs is that between the teacher and the students, the counselor must often serve as an advisor to the teacher in counseling philosophy. As a result, the Counselor will necessarily be utilized as a referral agent.

1.6.2-1.6.7 Applications for the position of Counselor are received on the regulation school district applications, after the position has been advertised in local newspapers and on the school district bulletin boards. The applications received are reviewed by the same aforementioned screening committee.


2.0
Workshop
2.1
Planning And Organization
2.2
Consultant Goals
2.1.1
Selection of Training Site and Hours
2.1.2
Analysis of Target Population
2.1.3
Selection of Workshop Consultants
2.2.1
Life Style of the Disadvantaged
2.2.2
Communication ABE Students
2.2.3
Techniques of Teaching Adults
2.2.4
Organization and Class Procedure

2.0 Workshop

After the selection of project staff, a 30-hour workshop is implemented. The purpose of this workshop is to familiarize the staff with problems which they will encounter when teaching disadvantaged adults, and to introduce the use of instructional material which will be available for use during the program.

The workshop is divided into two areas, consisting of consultant goals (2.2) and staff goals (2.3).

2.1 To conduct a practical workshop, planning and organization are of the utmost importance. It is necessary to limit the areas which will be most fully covered during instruction. Organization of the workshop is carefully planned and is explained in the following steps:

2.1.1 The first step undertaken is the selection of a training site. The workshop site should be educationally functional and accessible to all participants.

The next is the determination of training dates. The time of instruction selected is prior to implementation of classes. The most logical time for the instruction is evening hours. Two factors play an important role in the selection of evening hours: Availability of the selected consultants, availability of volunteers to attend training sessions.

2.1.2 To decide upon the areas of instruction, an analysis of the target population is necessary. It is evident that the majority of the students will be from the lower socio-economic group of

the city, and the areas of instruction should be geared toward the education of the disadvantaged.

2.1.3 A list of consultants who will fit into the specific areas of instruction is compiled. University professors, state department of education personnel, and local resource people are desirable.

2.2 Consultant Goals

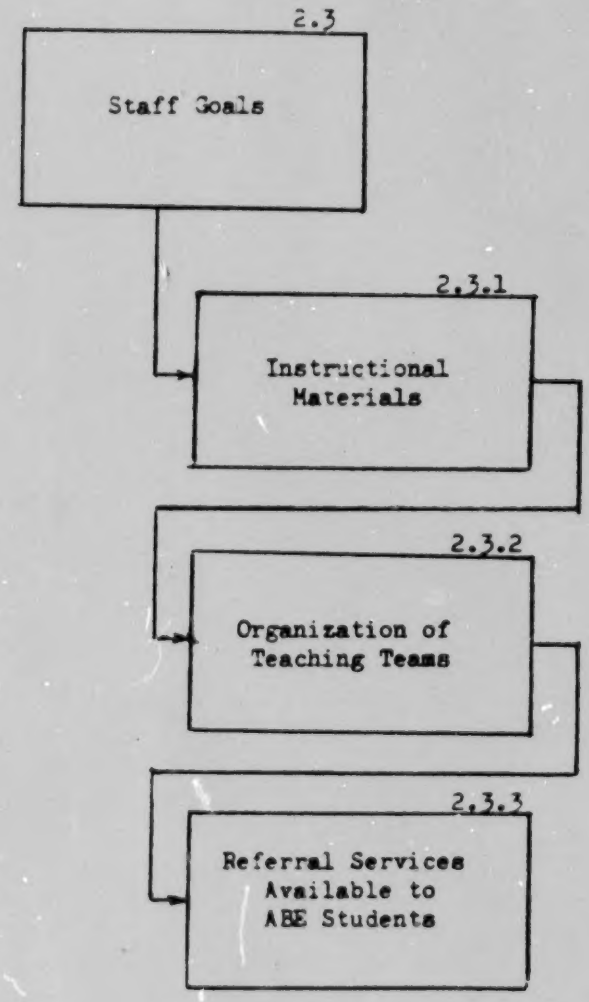
The consultant goals deal specifically with the area of sensitivity training in teacher-student relations.

2.2.1 A primary area of instruction is the study and discussion of the life style of the disadvantaged. This area is broken down into subtopics: Culture, environment, family life, common problems, and needs of the target population.

2.2.2 The most important phase of the workshop is the session on communication, as it emphasizes recruiter orientation, student recruitment, and student retention.

Topics for discussion include: Recruiter's and tutor's appropriate general appearance; the importance of a diplomatic initial approach; development of personal rapport; genuine acceptance of student's opinion; use of familiar language geared to the student's level; correlation of student's needs and desires; planning a program built upon student's strengths; and acceptance of the colloquial, parochial, esoteric and ethnic values of the particular neighborhood.

2.2.3 Major topics of discussion are the techniques of teaching adults. This phase of the workshop is divided into these topics: Understanding emotional and family problems of the adult, motivation of the adult student, extent of personal involvement of teacher with student, maintainence of student interest, adaption of materials to


2.3
Staff Goals
2.3.1
Instructional Materials
2.3.2
Organization of Teaching Teams
2.3.3
Referral Services Available to ABE Students

student needs.

2.2.4 The final phase of the consultant's goal considers specific organization of a class. This section encompasses: Recruitment, determining student needs, selection of materials, creating other educational materials, record keeping, and successful involvement or retention.

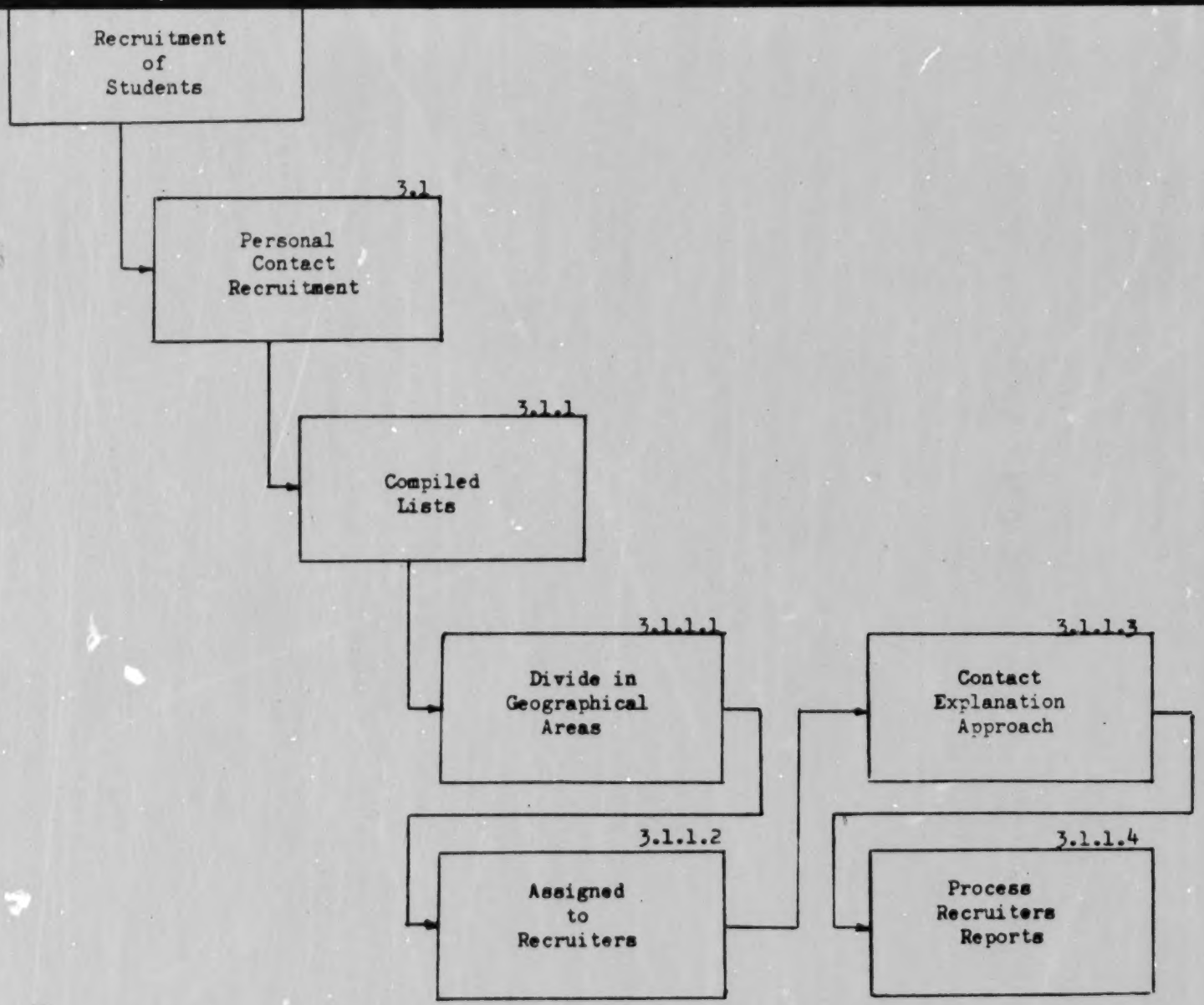
2.3 Staff Goals

At the conclusion of the teacher awareness section of the workshop, the staff goals are implemented. The objective of staff goals is to familiarize the staff and volunteers with the instructional materials which will be available for their use during the duration of the project. Also at these sessions the final teaching teams are organized, and team teaching assignments made.

2.3.1 Instructional materials are chosen by the consultants and staff.

2.3.2 During the Consultant Goals session of the workshop, a close observation of teachers and teachers' aides is made. The purpose of this is to find aides and teachers who will work well together and form an effective instructional team. Teaching teams are organized and assigned to geographic areas of the city to minimize travel time. The responsibility of each team member is outlined and practised in developing a hypothetical individualized lesson plan.

2.3.3 Because of the low economic status of the potential students, it is necessary to discuss and examine the referral services available to this class of people. A list of agencies to consider are: Family Services, Consumer Services, Health Agency, Banking and Financial Services, Legal Aid, Vocations, Education.


3.0
Recruitment of Students
3.1
Personal Contact Recruitment
3.1.1
Compiled Lists
3.1.1.1
Divide in Geographical Areas
3.1.1.2
Assigned to Recruiters
3.1.1.3
Contact Explanation Approach
3.1.1.4
Process Recruiters Reports

3.0 Recruitment of Students

Once the groundwork has been laid and the personnel has been chosen for a 309b project the vital next step is the orientation of recruiters (see Workshop 2.2.2) recruitment of students.

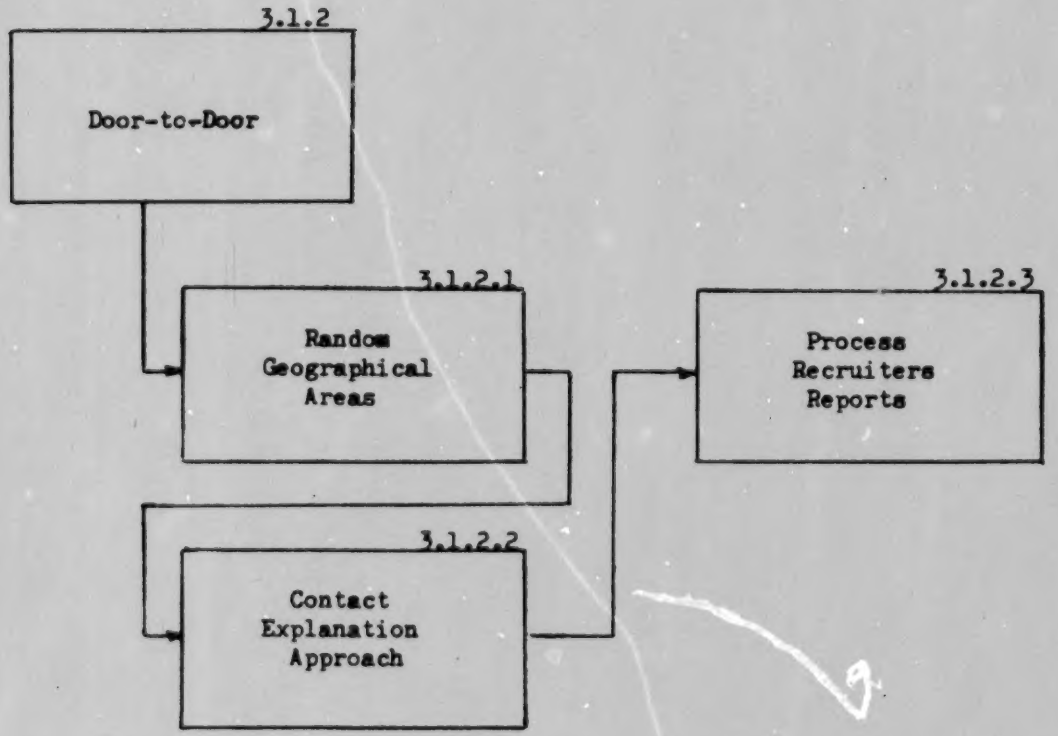
3.1 Personal contact methods account for over half of the total number of students serviced by these projects during each year.

3.1.1 Recruitment procedures in the location and enrollment of student participants are as follows: Solicitation of municipal, state, and federal agencies (Exs. local welfare, state employment and O.E.O.) for prospective educationally deficient students. The 309b director should personally contact each agency director to seek his authorization and assistance in obtaining a list of potential ABE enrollees. In subsequent programs, names can be obtained from the files of students enrolled in previous demonstration projects.

3.1.1.1 The names of persons which appear on the compiled lists are then divided into geographical areas throughout the city and assigned to teams of two aides who serve as recruiters.

3.1.1.2 Whenever possible, the aides are assigned the task of contacting students who reside in their own general locality in order to minimize mileage and travel time. Although many of the names and addresses may be out-dated, the persons who are able to be contacted are given a thorough explanation of the program. This phase of the recruitment process always results in some immediate enrollment.

3.1.1.3 A friendly approach by the recruiters is most instrumental in introducing a pilot program to the community. The applications

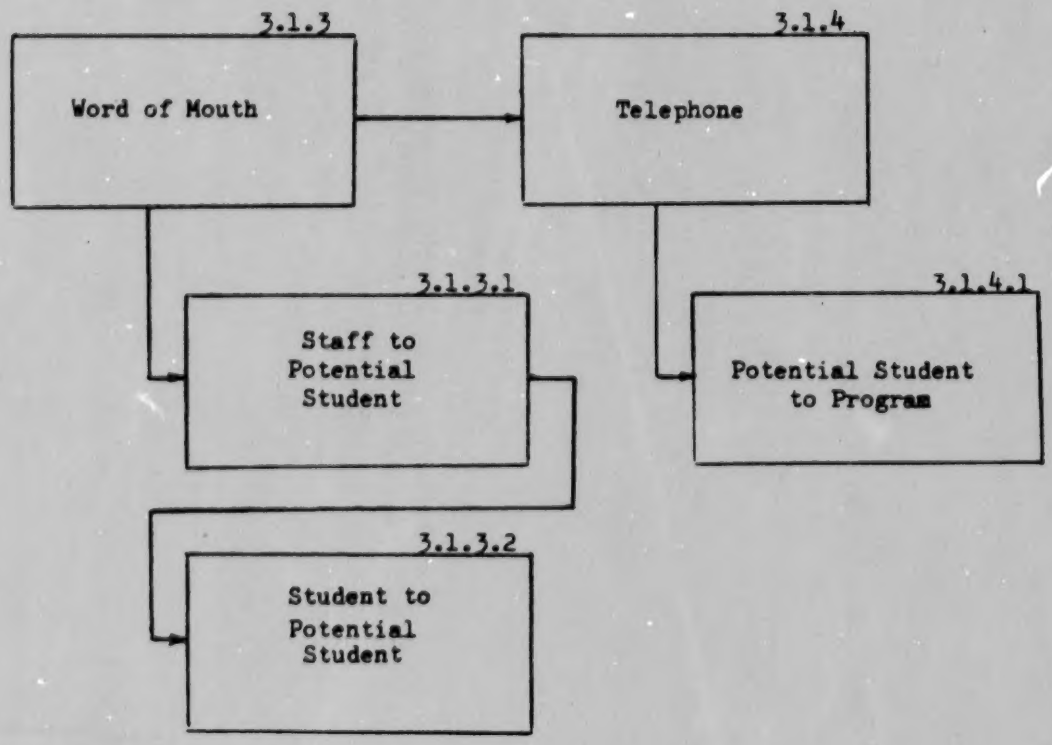

3.1.2
Door-to-Door
3.1.2.1
Random Geographical Areas
3.1.2.2
Contact Explanation Approach
3.1.2.3
Process Recruiters Reports

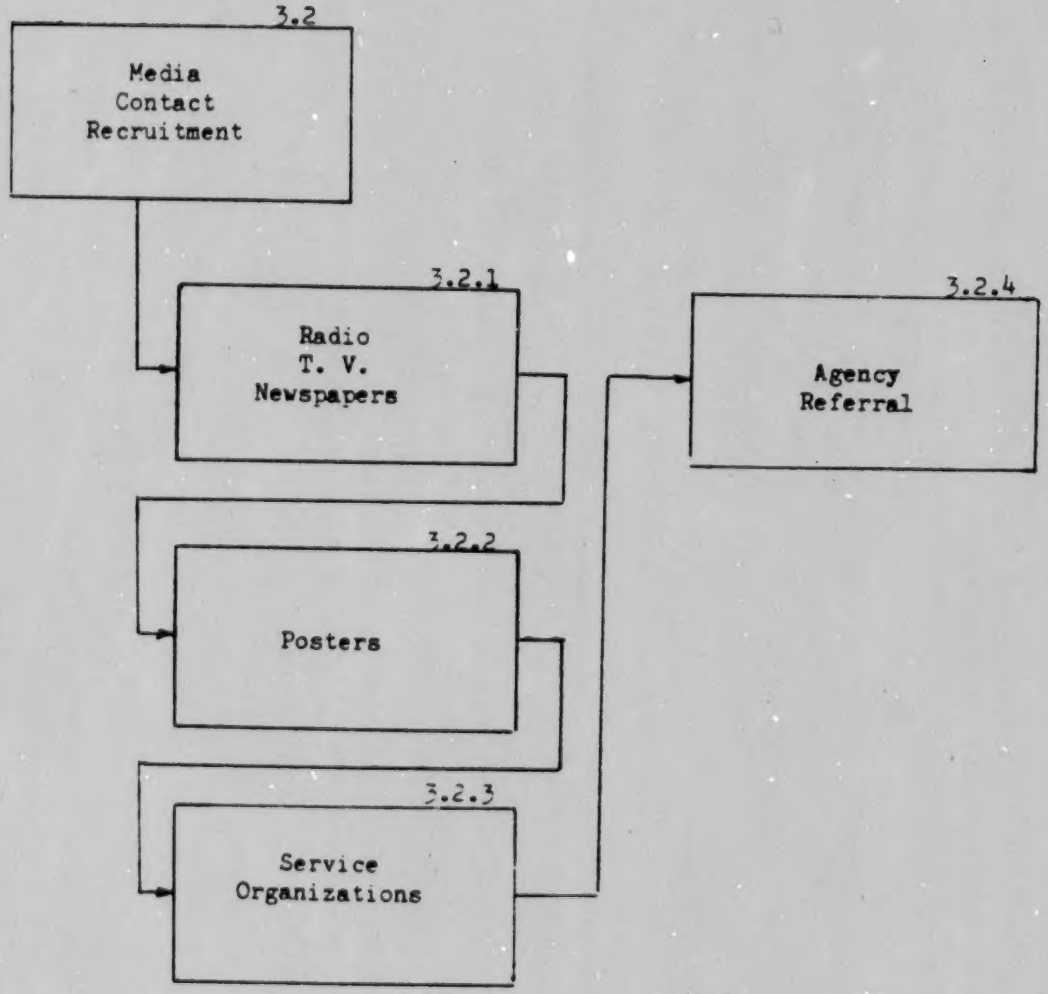
3.1.1.4 obtained in this manner are returned to the 309b office for evaluation and processing. Once again, the resulting list of students is divided geographically among the six teaching teams. Classes and individual instruction sessions are scheduled by the team teacher.

3.1.2 The aides conduct a door-to-door campaign in which efforts
3.1.2.1 to contact potential students are concentrated in various low-cost housing developments throughout the city. This door-to-
3.1.2.2 door campaign utilizes the same type of friendly approach to
3.1.2.3 potential students, and similar processing techniques as those which have been described.

3.1.3 One of the speediest methods for spreading information and increasing the enrollment is word-of-mouth publicity. A substantial number of students are recruited simply because they
3.1.3.2 contact or are contacted by a member of the project staff or someone who is informed about the project; however, students already in the program also aid the recruitment process by
3.1.4 telling their friends and neighbors about it. Telephone calls by potential students to the project office also effect an
3.1.4.1 increased enrollment.

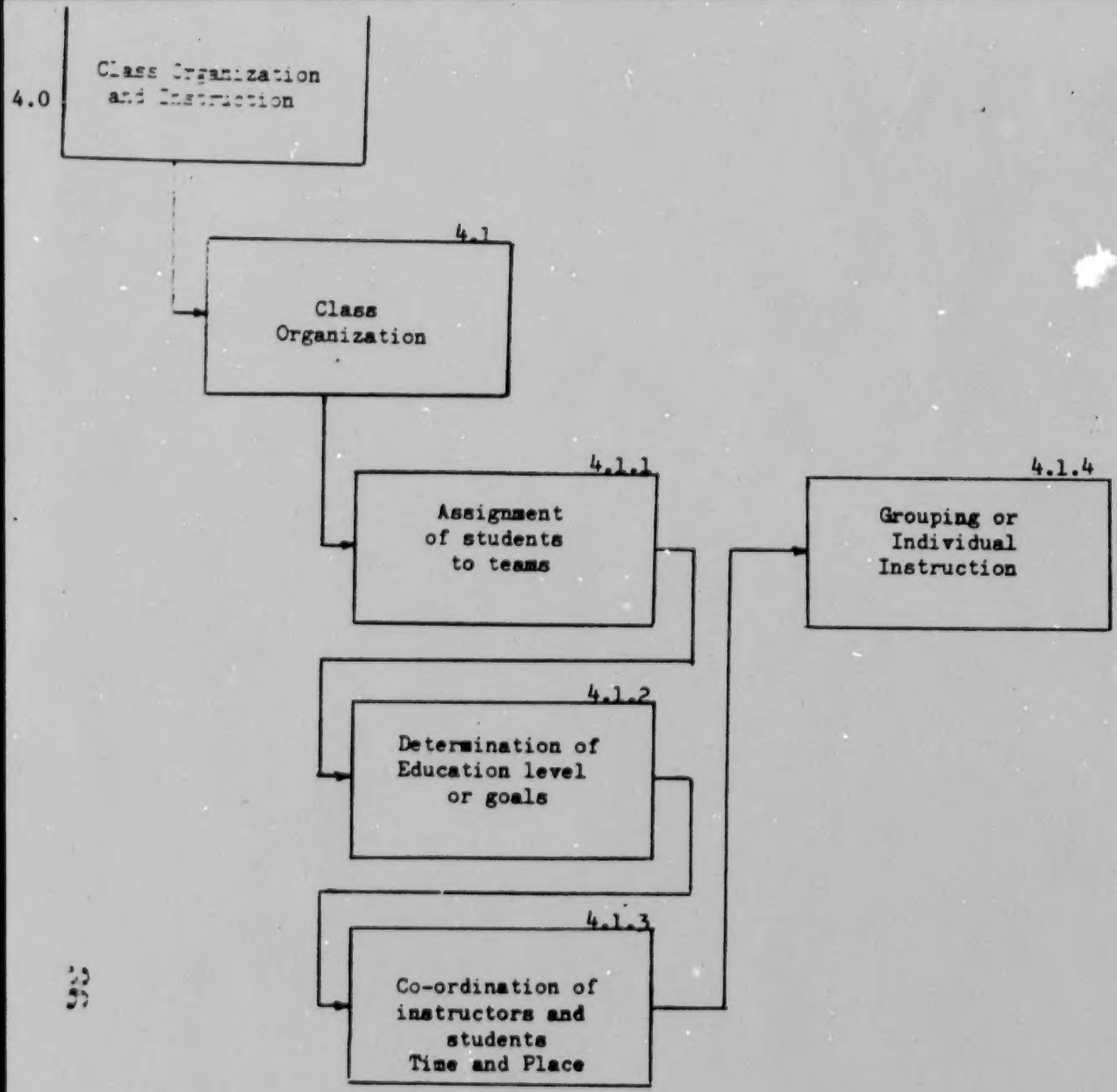
3.2. Mass media methods are also employed to aid in introducing a project. As supplements to the personal contact methods
3.2.1 already described, advertisements on the radio, television, and newspapers are also effective in attracting many new students to
3.2.2 the program. Printed posters are displayed in business places as well as at the welfare office, payroll distribution centers,


3.1.3
Word of Mouth
3.1.4
Telephone
3.1.3.1
Staff to Potential Student
3.1.4.1
Potential Student to Program
3.1.3.2
Student to Potential Student


3.2
Media
Contact
Recruitment
3.2.1
Radio
T. V.
Newspapers
3.2.2
Posters
3.2.3
Service
Organizations
3.2.4
Agency
Referral

3.2.3 grocery stores, and churches. Service and social organizations are contacted regularly about potential students, and persons

3.2.4 whose names are turned up in this manner are contacted by staff members. Finally, other departments and agencies also aid in increasing the enrollment by referring students to the project office.


4.0
Class Organization and Instruction
4.1
Class Organization
4.1.1
Assignment of students to teams
4.1.2
Determination of Education level or goals
4.1.3
Co-ordination of instructors and students Time and Place
4.1.4
Grouping or Individual Instruction

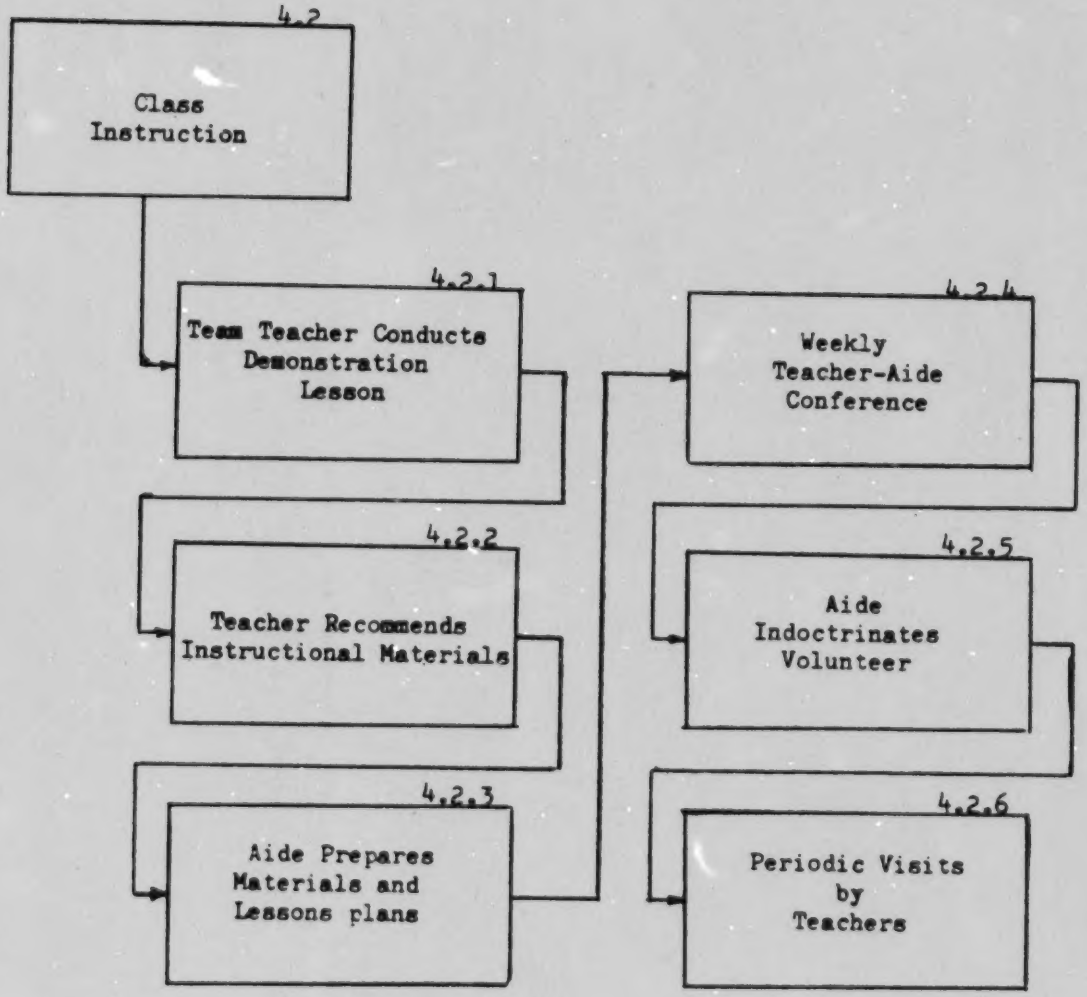
4.0 Class Organization And Instruction

4.1 After processing the applications, the office assigns groups and individual students to team teachers who choose the tutor.

4.1.1 Six teams, each comprised of one teacher, one or two aides, and one to five volunteers, are assigned certain geographical areas. Basic students within each boundary are given to one team tutor, the GED students to another team member, thus avoiding duplication of the instructor's time in lesson preparation. As enrollment increases, it is impossible to maintain these subject matter fields strictly to accomplish team teaching, since a student's availability sometimes conflicts with hours the instructor has already filled. Volunteers are utilized when available.

4.1.2 From information given during the first interview, the team teacher determines types of materials temporarily suitable for each student. These are used for the first lesson to make an informal evaluation of the student's educational level. Realistic goals are set depending on the student's needs and the length of the instructional period. Goals include learning to read and write, to improve conversational English, to improve writing and spelling, to use practical math, to study the driver's manual, to become a naturalized citizen, and to pass the high school equivalency exam.

4.1.3 Instructor and student mutually agree on a convenient date, time, and place for a regular class. These are usually weekly two-hour sessions in the student's home, although very basic students began with one hour classes. More classes weekly and


4.2
Class Instruction
4.2.1
Team Teacher Conducts Demonstration Lesson
4.2.2
Teacher Recommends Instructional Materials
4.2.3
Aide Prepares Materials and Lessons plans
4.2.4
Weekly Teacher-Aide Conference
4.2.5
Aide Indoctrinates Volunteer
4.2.6
Periodic Visits by Teachers

longer sessions sometimes result.

4.1.4 Groups of those willing to join are formed, though time conflicts, various educational levels, and embarrassment often prove problematical. It is easier and more successful to group GED students with the same goal than basic ones or those with special goals. In GED group centers classes meet two hours daily, in the afternoon at one center, and in the evening at another in the same area. One teacher acts as coordinator, yet daily rotation on a regular schedule allows teachers to instruct in their special fields. Individuals, who progress after tutorial help, are encouraged to join groups, and are sometimes accompanied to the first group lesson by their instructor.

4.2 Class instruction is based on individual needs and presented in conventional as well as innovative ways. Group teachers use lectures, field trips, and laboratory methods. Individual lessons are tutorial.

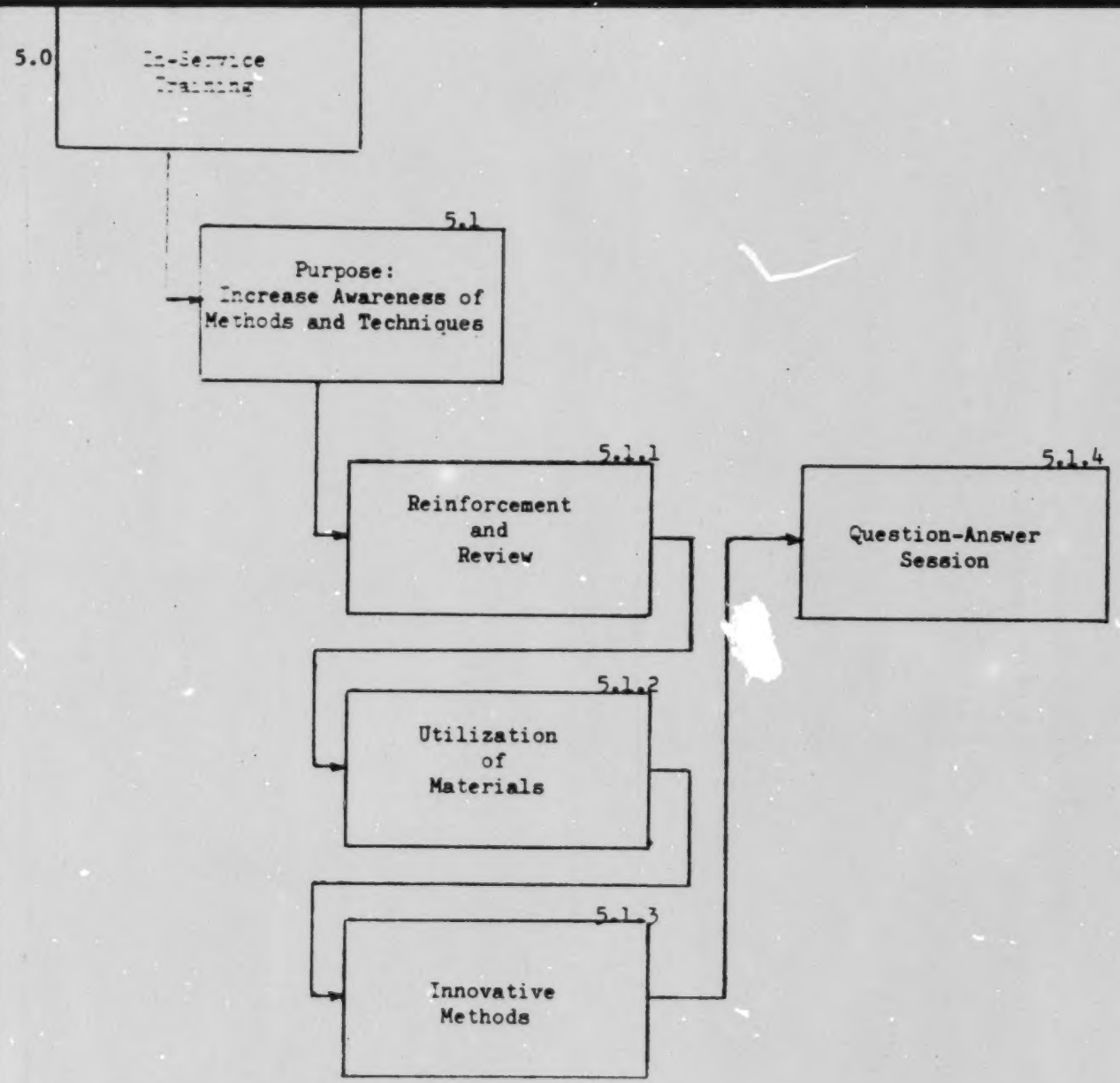
4.2.1 At the first individual lesson the teacher accompanies the aide, introduces materials, and demonstrates the use of these by teaching the student his first lesson. A basic reading lesson may begin with review of the alphabet and knowledge of dictionary skills. If these are lacking, they should be taught immediately. The level of reading ability is determined by orally reading
4.2.2 together selections at different levels. The teacher recommends
4.2.3 materials for future use. The aide locates the materials and prepares special sheets to accompany her lesson plans. The
4.2.4 teacher previews and approves these at a weekly individual planning session with each aide. Forms for lesson plans which

include the date, materials used, and instructor's comment are supplied by the office to achieve uniformity and to forward to evaluators.

4.2.5 The aide works directly with the volunteer--indoctrinating, supplying materials, and preparing lesson plans, which are given to the volunteer at least 24 hours prior to the private lesson. Each volunteer helps one student two hours weekly. The aide maintains the responsibility and re-schedules the class in case of the volunteer's absence and/or if the time conflicts with the aide's previously scheduled lesson. Students sometimes by phoning the office, cancel, but project team personnel cooperate to re-schedule at a more convenient time rather than omit the lesson entirely, since retention is already more difficult with weekly lessons in comparison to daily ones. Instructor's notebooks

4.2.6 with lesson plans aid substitutes, as well as provide comprehensive review for supervisory visits.

The team teacher is available two hours each morning in the office for resource consultation in her special field. Supervisory duties are met in the afternoons or evenings when the teacher does not have individual or group lessons of her own.


5.0
In-Service Training
5.1
Purpose:
Increase Awareness of Methods and Techniques
5.1.1
Reinforcement and Review
5.1.2
Utilization of Materials
5.1.3
Innovative Methods
5.1.4
Question-Answer Session

5.0 In-Service Training

The six master teachers and consultants conduct one-hour daily morning in-service training for the aides, volunteers,

5.1 and other teachers not adept in a particular subject. The primary purpose of this training is to teach methods and techniques essential for ABE instruction. The in-service training

5.1.1 is also utilized for these reasons: To reinforce and to review the subjects taught project students, especially in new approaches and modern methods which the instructors have not had during

5.1.2 their own elementary and secondary education; to familiarize the instructors with the workbooks and printed materials provided by the administration; to use these productively in teaching their students; to "brain-storm" to create materials not already available; and to learn of original approaches already successfully prepared and tried by a co-worker.

5.1.3 These were some innovations produced for use in 309b projects:

A "torah" type paper roller is used in lieu of a large blackboard. It is prepared previous to the lesson and conserves teacher time in preparing the same lesson for similar needs, either individual or group. Its portability and compactness are an asset for kitchen classes.

Index cards with examples of words illustrating phonics generalizations are dealt as a group game, then passed at regular timed intervals to another participant to verbalize additional examples. This sharpens pronunciation skills.

To emphasize that learning can be fun, group "games" are played to teach spelling. These include a dictionary relay to find definitions and correct spelling from a prepared list of words; a fish-bowl spelling lesson in which the participants donate words to a receptacle from which others draw a word, hand it to the teacher unseen, then spell; group solutions to the same cross-word puzzle within a time limit; taking a root word and "pulling

out" as many in the "family" as possible by adding prefixes and suffixes; choosing a five-letter word with two vowels, such as "bread" and forming new words beginning with each letter to fit special categories: "birds" as "bat", "robin", "eagle", "albatross", and "dove"; adding one suffix to as many words as possible in an allotted time; and choosing a noun to see how many appropriate adjectives the players can recall in a given period.

A number of graphs and charts are assembled in notebook form to teach arithmetic and reading skills. This "visual" method is effective for basic readers as well as GED students.

Magazine pictures illustrating high-usage words are assembled to begin conversing with non-English speaking students, or to teach illiterates to read and write.

Supplementary sheets of many kinds are prepared to review and reinforce topics slightly covered in commercial workbooks. These fulfill individual needs. Some include a science vocabulary glossary, English grammar, vocabulary, the most-often misspelled words, adult basic word lists, sight words, and progressively arranged mathematical work sheets.

These are some ideas used to teach the practical skill of reading the newspaper:

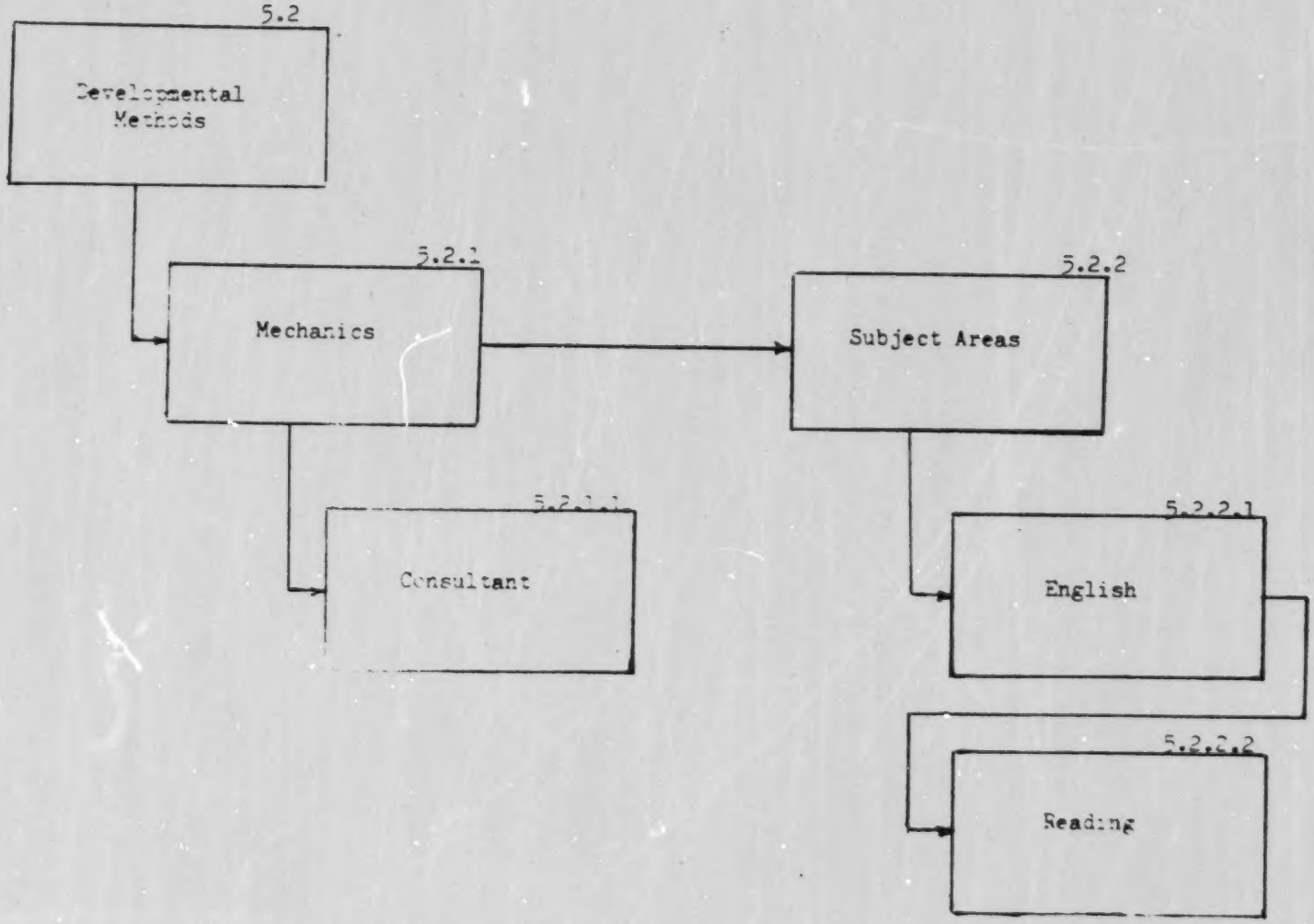
A cartoon without a caption is presented to the student for his interpretation and label. This is then compared with the original caption.

Newspaper pictures or others are shown to be given a title or to identify with a current topic. This develops conversational and listening skills.

Only the headline from a news story is given for the student to write the story to develop concise writing, and to include the five "W's".

Situations from advice columns are presented for which the student was asked to provide the advice. This is compared with the columnist's reply. This technique aids the teacher in counseling on personal, family, and health problems.

Scrambled words or pictures are laid out to be reorganized in logical sequence. This develops organizational skills and thought progression.


5.2
Developmental Methods
5.2.1
Mechanics
5.2.2
Subject Areas
5.2.1.1
Consultant
5.2.2.1
English
5.2.2.2
Reading

Classified ads are cut out of the paper without their classification title. The student is asked to assemble these in categories. This teaches contents of the advertising page as well as basic skills.

An explanation with maps and blackboard diagrams of the geodetic survey proves to be a valuable lesson for property owners.

5.1.4 In-service provides a vehicle for question and answer periods. Whenever an instructor encounters a new problem, suggestions are freely given. Requirements for naturalization, changes in GED testing, and the time and dates for such exams, as well as the subject matter for which to be prepared are some areas for discussion.

5.2 Development of in-service evolves from the assignments made by the administration when the master teachers were hired with their major qualifications each representing a different subject-matter field.

5.2.1 Therefore, the training is held daily from 9-10 a.m. in a staff meeting room with teachers and subjects rotating. A separate classroom is desirable. Attendance for aides is mandatory unless that is the only time a student could arrange his lesson. Announcements are made by the project director and his assistant, guidelines are presented, and staff meetings are held at this time, cancelling the formal lesson, if the need arises. Team-teaching schedules are used as reference for the whereabouts of absentees, who are notified by the master teacher of important proceedings. Each team endeavors to have at least one representative present at all meetings.

5.2.1.1 Consultants occasionally attend to present advance knowledge in educational trends and practices. Follow-up visits

from those who conducted the initial work-shop relegate practice and theory.

5.2.2 The master teachers are responsible for these subject areas: English, reading, social studies, mathematics, and science. The

5.2.2.1 English teacher discusses literary types with emphasis on poetry to help GED students. Grammar, sentence construction, and vocabulary building are covered.

5.2.2.2 Reading with emphasis on how to teach basic skills is taught using the eclectic approach. Word structure emphasizing roots, prefixes and suffixes, phonics generalizations, dictionary skills, and word meanings are presented. How to read the newspaper is taught using innovative techniques.

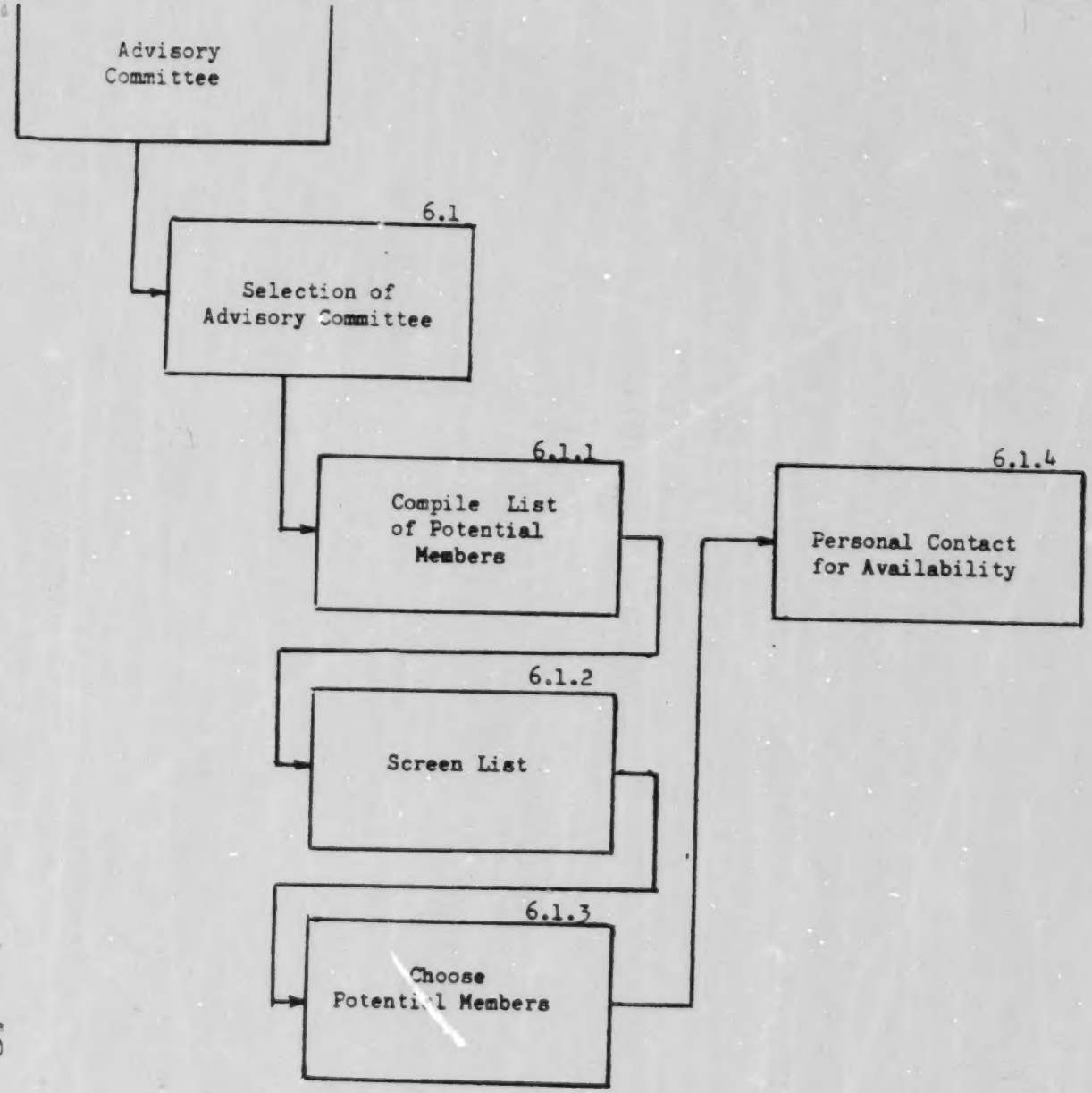
5.2.2.3 The social studies teacher reviews state and federal governmental organizations. Educational movies, which show life in the countries from which minority groups served by the projects come, are shown weekly. These are previewed by the staff and often shown to group classes of students.

5.2.2.4 Mathematics lessons in basic math, algebra, and modern math are conducted in a traditional manner with the staff singly working out the problems in class before they present the problems to their students. The master teacher instructs first, then offers individual help before working out the solutions on the board.

5.2.2.5 Science definitely directed toward GED exams is taught by the lecture method. Natural sciences of interest to housewives and knowledge for everyday use are imparted.

5.2.2.6 When weather and time schedules permit the staff takes the opportunity for educational field trips with students.

5.2.2.3
Social Studies
5.2.2.4
Math
5.2.2.5
Science
5.2.2.6
Field Trips


6.0
Advisory Committee
6.1
Selection of Advisory Committee
6.1.1
Compile List of Potential Members
6.1.2
Screen List
6.1.3
Choose Potential Members
6.1.4
Personal Contact for Availability

6.0 The Advisory Committee

The basic purpose of this committee is to provide a vehicle in which the citizens of the community can particpate and to which they can contribute effectively in relation to 309b projects.

6.1 The final selection of the Advisory Committee is made by the Director.

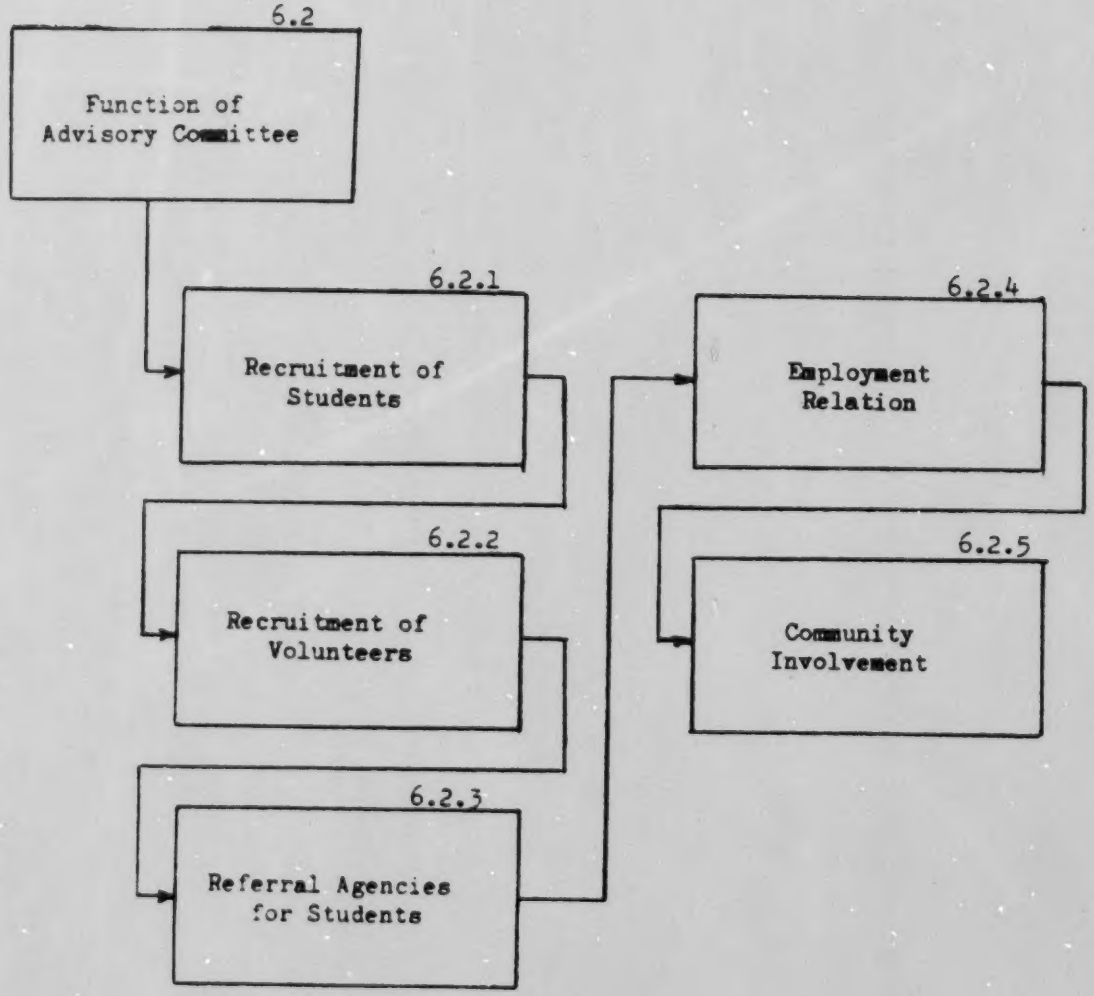
6.1.1 The list of potential members is compiled by the Project Director and Assistant Director from the principal co-operating local agencies which can be Model City, the local school district, The North American Indian Alliance, Senior Citizens, The State Employment Office, the city administration, the Y.M.C.A., The Office of Economic Opportunity, The Chamber of Commerce, The State Department of Public Instruction, The State Welfare Office, industrial employers, local service clubs, and various churches.

6.1.2 Preference is given to directors of the above organizations and agencies to enlist these leaders of the community in disseminating 309b project publicity more rapidly.

6.1.3 Members are selected from the aforementioned agencies as stipulated.

6.1.4 The Director or his Assistant make personal contact with the individuals selected.

6.2 The specific purposes of the committee are to provide two-way communication between the project and general public and to utilize the talents and abilities of persons of the community in solving project problems. This committee also procures personnel for a more thorough study of various project problems. Furthermore, it mobilizes the force of an informed public opinion behind


6.2
Function of Advisory Committee
6.2.1
Recruitment of Students
6.2.2
Recruitment of Volunteers
6.2.3
Referral Agencies for Students
6.2.4
Employment Relation
6.2.5
Community Involvement

behind actions needed for developing and maintaining a sound, progressive educational program for all people.

The function of this committee is to serve as a liaison organization in the recruitment of students and volunteers.

Quarterly meetings are called by the Director.

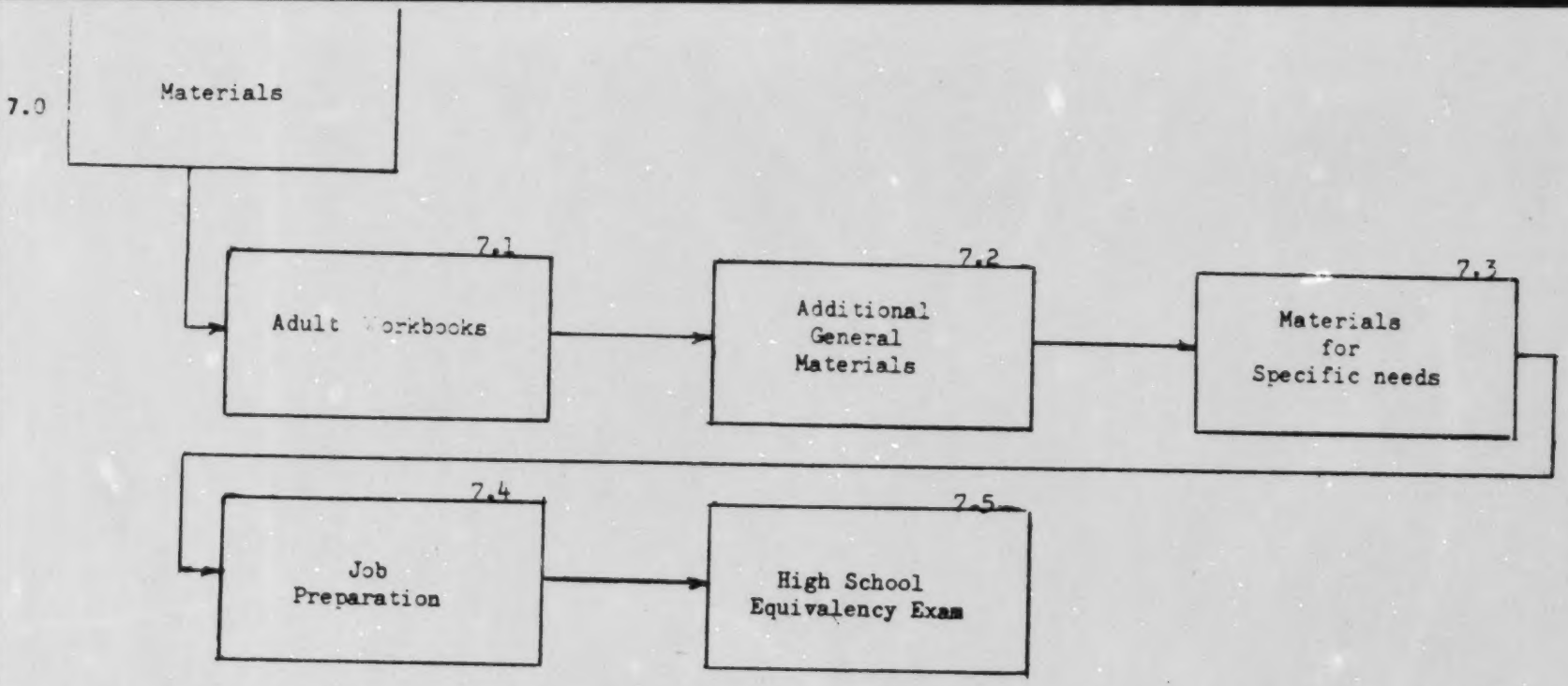
6.2.1 Recruitment of students is facilitated through the efforts of these Advisory Committee members.

6.2.2 Recruitment of volunteers is enhanced by the Advisory Committee members who give information on dependable and competent individuals who might serve as volunteer project tutors.

6.2.3 Many members of the Advisory Committee can utilize the agencies they represent to serve as referral and consulting organizations for project students.

6.2.4 Some members of the committee can be instrumental in placing project students in positions available within their organization. For example, students can enter M.D.T.A Training, the Vocational Technical Center, the local high school, or attain gainful employment.

6.2.5 Since the members of the Advisory Committee work as a team, community involvement concerns not only project activity but also activity in many other areas.


7.0
Materials
7.1
Adult Workbooks
7.2
Additional General Materials
7.3
Materials for Specific needs
7.4
Job Preparation
7.5
High School Equivalency Exam

7.0 Materials

Materials in Adult Basic Education should be carefully chosen by the teacher in terms of the learner's needs as he sees them, his potential, and his goal.

The secretary keeps a check-out card file for each staff member. Hard materials and one-of-a-kind types, especially pre-school skill builders and audio-visual materials, are checked in and out regularly to assure availability to all staff and students.

Soft-ware is checked out on the teacher's card in the office in the student's name. This facilitates changes in staff personnel to check quickly the cards for material with which each needs to become familiar to continue tutoring smoothly.

7.1 Steck-Vaughn soft-ware and American Education Publications weekly newspapers are highly suitable for adult home and center use. Grade levels of these materials are posted on the book shelves to enable tutors to supply students systematically.

Sullivan Associates Programmed Reading For Adults is useful.

For the more advanced adult, Barnell-Loft Picto-Vocabulary Series, Specific Skill Series, and McGraw-Hill Reading for Concepts ensures that the student is aware of his own achievement, since adult students require constant reenforcement.

7.2 A tape recorder and several tape players are invaluable to individualized instruction. Films shown to groups are discussion vehicles.

Books of high interest to adults of low level reading ability are available at Job Corps centers.

These are useful only for individualized instruction in group classes:

SRA Reading Laboratory and Graph and Picture Study Skills

LSI by McGraw-Hill Self Instruction in Basic Skills Comprehension, English Language, Arithmetic Fundamentals

BRL Why Work Series

Frequently-used carry-out kits for pre-schoolers were:

Sullivan Associates Readiness in Language Arts and Enrichment Materials

American Guidance Service Developing Understanding of Self and Others

Growing with Music--record albums

Cautionary use is made of machines and kits. Basic adults require a variety of approaches and personalized instruction for retention, as most lack concentration abilities and self-motivation.

Work folders maintained by the tutor for students receiving individualized instruction in the centers hold answer sheets. Generally, answer sheets are not taken from the center except by a tutor. It is not advisable to leave them with a home-bound student because of loss and displacement.

7.3 Basic educational skills must be adopted to real-life situations. For reading use the classified section of the telephone directory, business letters, contracts for installment buying, social security cards, health certificates, visas, citizenship papers and driver's licenses.

The Language Master and Fearon Audio-Lingual English Series records are popular for English as a Second Language, as are flash cards, flip charts, homograph cards, Reader's Digest Skill Builders with audio tapes, SRA Listening Skills Program, O'Hare Starite Program, and Ideal charts for basic readers.

In The Experiment materials, it was important for teachers to select just the right kind of work for the students to read and to make sure that it was not beyond each individual student's reading level. Often, a single sentence expressing the desired idea for consideration was useful. After working with their experimental students for awhile, teachers were able to choose selections quite carefully for each person, knowing that the student would probably enjoy whatever material was selected. In most cases, students themselves played an important role in picking the materials for their lessons. In doing this they used various books in their own homes, such as poetry anthologies, books of quotations, and short story collections. In some instances, their teachers were able to use these reflective materials with other students.

Developing Prereading Skills by Holt, Rinehard, and Winston provides detailed pre-school lessons.

American Citizenship by Soloman Weiner is a concise manual and naturalization guide.

The Montana Driver's Manual; banking supplies such as checks, deposit slips, and withdrawal forms; recipes and labels on products are practical reading materials.

7.4 Many students channel study toward job preparation. Sample application forms are filled out, want ads are read and mock letters written, informational brochures and texts on trades and crafts for prospective employment are reading materials.

7.5 For those who master basic skills, the High School Equivalency Exam projects another challenge. Cowles' GED books serve students who progress to senior high level.

INSTRUCTIONAL DESIGN

The instructional design is a blend of home classes and small group classes in resource centers using individualized instruction.

Mid-morning, early afternoon, and evening classes are the time preferences for weekly home classes, handled capably by trained non-degree personnel. Tutorial instruction is necessary to both types of students who prefer open enrollment; alternative hours and days for instruction, because of shift changes in a miner's work schedule; minimum numbers in groups; completely individualized instruction; and periods from one to two hours in length, dependent upon the concentration level of the student and length of travel time for the instructor.

The lower the literacy, the greater the amount of personal assistance needed, requiring home classes for some adults throughout the project. Since identification with the student's own instructor is strong, the most important factor in retention is the teacher, who must meet the individual's specific needs.

Natural sequence structured Homebound into three phases. Phase I was the enrollment and individual home instruction of students in organized "kitchen classes". Phase II involved the grouping of students into classes organized at neighborhood centers in which students moved from a one-to-one situation in the home to group instruction classes (feeder aspect). Phase III involved the initiation of an eventual take-over by volunteers.

Grouping is dependent upon availability of a classroom, its geographic location within the city, the number of students, their compatability, and the dedication of the staff member influences the success of group classes. Only degree staff handles groups, with aides available for individual help

or for home tutorials. Some possible locations for group classes are: Neighborhood or community centers in predominantly ethnic areas, low income housing developments, or social and fraternal facilities.

Classes at the center in the Butte Vocation-Technical Center building were personal image builders. However, the functions, rooms, and services of the demonstration projects were well-defined to maintain separateness from the vocational skills program. Housewives, particularly, who moved from Homebound to school (during the third year when instruction at home was provided only to those with pre-schoolers) evidenced pride in their "advancement".

Many in the centers come to learn one skill. It is erroneous to believe all of those at 8th grade level desire their GED. This pre-misconception at enrollment may lead to "displacement".

English as a Second Language and discussion of literary materials are generally more successful as group activities. Information required by many parents in Project Prepare, and the interchange of ideas in areas of mutual concern in The Experiment are group oriented. Careful selection in grouping students with homogenous characteristics, and careful consideration in securing down-to-earth resource people are criteria to successful groups. Attempts to provide socialization activities for basic adults or their preschool children are also dependent on the above criteria.

For periodic group meetings, as for parental guidance in Project Prepare, printed reminders are distributed and used for material in a tutorial reading lesson. Tutors arrange for private transportation; a nursery service is provided. Early evening hours during mid-week are recommended.

Wide-use of community resources for field trips is vital, convenient and economical. Regular use of the library; federal, city, and county services; and public recreation facilities is encouraged. Other field trips may include: transportation terminals, court and legislative sessions, museums,

cultural centers, state institutions, industrial plants, newspaper printing offices, and independent businesses such as bakeries.

Each project develops instructional patterns to specifically impart its unique purpose to a variety of individuals and to groups with educational, cultural, social, and economic deficiencies. Each demonstrates and evaluates innovative approaches to adult basic education. In the final analysis success depends upon giving the student what he wants.

RECORD KEEPING

Individual student record files are maintained by the office secretary. The file on each includes personal data obtained at enrollment, an attendance record of hours, standard test scores or the tutor's informal evaluation, itemized materials and/or work according to grade level that each student completes, and notations of the tutor regarding weaknesses and strengths of the enrollee. Special projects may require additional forms. Exs: Parental attitudes, interests, and goals for the child, child enrollment form. These files are particularly useful to a new instructor for placement of her student, to avoid repetition, and to proceed smoothly from one year to the next.

For efficient use of staff time, weekly time sheets and appointments with addresses for which the team teacher is responsible, are supplied the secretary at the beginning of each week. At the completion of the week, records of total hours for the individual staff members, teams, and students are compiled. Additional weekly evaluations and lesson plan reports may be submitted to the external evaluators. Student interview records are compiled after each home visit and supplied the evaluators monthly.

A daily on-going numerical record of total enrollment, number of drop-outs, active students, numbers of children and/or basic adults is maintained by the secretary. Drop-outs' files are completed by the instructor, the secretary is informed immediately, and files are removed to the inactive drawer. Student records are open to the entire staff.

Each student is tested formally or informally near the beginning of enrollment. Formal pre-tests are administered only one time and scores entered in the permanent student record in the office. Tests are generally traumatic experiences for the student and are administered only after the instructor has an opportunity to informally evaluate the student's level.

Some tests are: Student Survey, Adult Reader Inventory, Dolch Basic Sight Word Test, Oral Reading Tests, Review and Unit tests in workbooks. All test scores and post-tests are recorded in the office files.

In these projects yearly instructional hours for weekly lessons totalled approximately 75 hours per student per project. This is a recommended time period for testing and recording achievements.

Follow-ups on students who dropped are made by the director, co-ordinator, or evaluator of the project. Transciency, inability to schedule time well, personal problems, and poor identification with the tutor are frequent reasons for dropping. A phone call preceding a personal visit is general procedure.

Follow-ups on those who "graduated" by reaching their goals in one project are made at the beginning of the next. These "graduates" often re-enroll and are influential in recruiting other students. The foreign-born, for example, who pass the naturalization exam one year are eager to continue study to read their drivers' manuals the next year.

Recruitment and follow-up for retention are simultaneously carried on and are necessary to continue successfully.

Conscientious record keeping is essential as it provides a permanent reference for the basic adult interested in continuing education.

EVALUATION

Evaluation involves the use of three sources of information: External, internal, and students, using a combination of the three.

In contracting for external evaluation, choose from university personnel and members of the State Department of Education, who are familiar with evaluation procedures and ABE education. A background of personal living experience in the community, so evaluators are acquainted with life styles of the population, is desirable. Periodic visits to the community and consultations with the staff and students are necessary. Criteria to be used for external evaluation should be mutually agreeable to evaluators and staff personnel at the beginning of the project.

Internal evaluation is possible through the teaching staff who use uniform pre-tests, post-tests, and identical progress records. In-service is an opportune time to agree upon testing vehicles, and to discuss frequently the effectiveness of these.

Unit tests, charts, and records of student progress are incorporated in most adult basic workbooks used by all the staff. Results of workbook tests and progress records checked by the student, involve the student in establishing his objective and recording his achievement. Questionnaires provided to students at the end of the project give them the opportunity to evaluate teacher, material, and project.

CONCLUSIONS

Homebound basic instruction is valuable for educationally disadvantaged adults unable to attend classes. Volunteer tutors are successful only to the degree of their dedication.

Incorporation of the teaching of reflective materials in the humanities with the teaching of ordinary ABE skills is worthwhile for some ABE students.

Educationally disadvantaged parents can be taught ABE skills in their own homes, and these parents can be taught simultaneously how and what to teach their pre-school children.

Student recruitment and retention must be given number one priority in any ABE program.

Emphasis in all ABE instruction must be placed in lifecoping communication and computation skills. Priority must be given the teaching of reading fundamentals and remedial reading.

Regular in-service training conducted by certified and qualified instructors should replace protracted pre-service training.

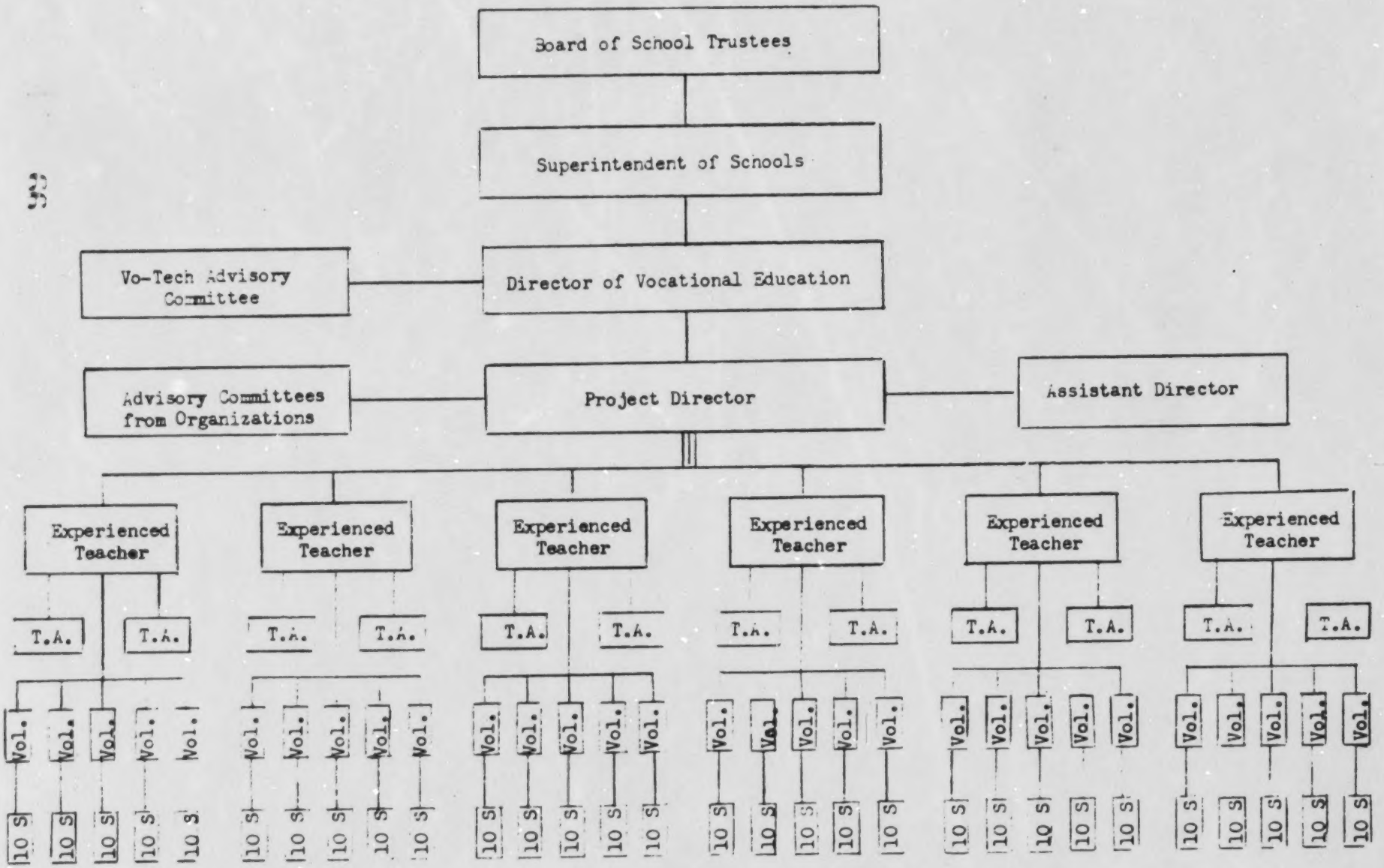
Employment of mature trained paraprofessionals under the close supervision and guidance of certified teachers in the home situation is a practical method of ABE instruction.

Note: For additional information see Final Reports of Project Homebound, The Experiment at Butte, Project Prepare. These are available at:

Butte Vocational-Technical Center
404 South Wyoming Street
Butte, Montana 59701

APPENDIX

PROJECT TO UTILIZE VOLUNTEERS IN ELIMINATING ADULT ILLITERACY



T.A. = Teacher's Aide

Vol. = Volunteer

10 S = 10 Students

BUTTE PUBLIC SCHOOLS

BUTTE, MONTANA

TEACHER'S APPLICATION FORM

Name .....
(Give Name In Full)

Present Address ..... Phone .....

Permanent Address ..... Phone .....

Present Position .....

Where are your credentials on file? .....

POSITIONS DESIRED IN ORDER OF PREFERENCE:

(1) .....

(2) .....

(3) .....

Fasten Recent Photograph Here

Instructions

Give all information called for. Information given here will become a part of the contract, if elected.
A letter from applicant must accompany this form.

Important Information

Whenever possible, a personal interview is requested.

If elected, the applicant agrees to accept assignment to building, subjects, and activities as made by the superintendent and school board.

A salary schedule prevails in this district, the salary being dependent upon the amount of training and experience.

A certified (complete) transcript of all your college work must accompany this application.

Date.....

.....
(Signature of Applicant)

(Sign name as you will wish it to appear on contract and warrants, if you are elected.)

EDUCATIONAL TRAINING

	NAME OF SCHOOL	LOCATION	DATES INCLUSIVE	NO OF YEARS	MAJOR	MINOR
ELEMENTARY						
JUNIOR HIGH						
SENIOR HIGH						
COLLEGE UNIVERSITY						
GRADUATE WORK						

EDUCATIONAL EXPERIENCE

DATES FROM TO	LOCATION	NAME OF SCHOOL	NO OF YEARS	NO OF TEACHERS BLDG	NO OF TEACHERS SYSTEM	YEARLY SALARY	SUBJECTS

OTHER EXPERIENCE (DO NOT LIST PART TIME WORK OR POSITIONS OF LESS THAN 6 MONTHS DURATION UNLESS ONLY ARE CONSIDERED IMPO

DATES FROM TO	LOCATION	NAME OF COMPANY	NO OF YEARS	No. of Employees in Organization	YEARLY SALARY	

REFERENCES (GIVE FIVE REFERENCES INCLUDING ESPECIALLY SUPERINTENDENTS AND PRINCIPALS UNDER WHOM YOU HAVE TAUGHT WHO HAVE KNO

NAME	

DIPLOMA OR DEGREE	YEAR OF GRADUATION	QUARTER HRS. AFTER B. A.	GENERAL SCHOLARSHIP	HONORS	ACTIVITIES

T OR POSITIONS HELD	ACTIVITIES HANDLED	REASONS FOR LEAVING	NAME AND ADDRESS OF SUPERINTENDENT

TO YOUR CAREER.

TYPE OF WORK	REASONS FOR LEAVING	NAME AND ADDRESS OF EMPLOYER

KNOWLEDGE OF YOUR CHARACTER, PERSONALITY, SCHOLARSHIP AND TEACHING ABILITY.

ADDRESS	OFFICIAL POSITION

PERSONAL DATA

1. Name.....
2. Exact Name on Social Security Card..... Social Security No. .....
3. Age ..... 4. Date of Birth ..... 5. Place of Birth .....
   Month Day Year
6. Nationality ..... Race ..... 7. Are you an American citizen? .....
8. Height ..... 9. Weight ..... 10. Married ..... 11. Widowed ..... 12. Divorced .....
13. Married women give husband's vocation and residence .....
14. Married applicants: No. of children ..... Other dependents .....
15. Nature and extent of any physical handicaps:
16. Is your health sufficient to carry a full teaching load, plus a normal assignment of extra curricular work ?
17. Do you use tobacco or alcohol?
18. Hobbies—in order of preference:

19. Military status

PROFESSIONAL INFORMATION

1. What teaching certificate do you have? ..... When does it expire?
2. State activities you are qualified and willing to handle, in order of preference.
   (a) ..... (b) .....
   (c) ..... (d) .....
3. List other professional organizations in which you hold membership

4. Do you belong to any secret organization?.....

5. If you are an applicant for a position in the first six grades, please answer the following:
   (a) Can you teach music in your own room?..... , (b) Art? , (c) physical training?
6. Travel (Give dates and places)

7. List special abilities in order of greatest proficiency

8. List vocations you have prepared for besides teaching

9. Have you ever failed to be reelected? Where?
   If so, state reasons:

MAIL APPLICATION TO: SUPERINTENDENT OF SCHOOLS, BUTTE, MONTANA

APPLICATION FOR TEACHER AIDE

PROJECT 309

DATE_____

Name_____ BIRTHDATE_____
(Last) (First) (Middle) Mo. Day Year

Address_____
(Number of Street) (City) (State)

Phone_____ Social Security Number___ __ Age_____

Check One: (1) Male_____ Female_____

(2) Married_____ Single_____ Divorced_____ Separated_____

Widowed_____

Highest Grade Completed in School (Circle One):

5 6 7 8 9 10 11 12 Graduated_____ 13 14 15 16

Year Graduated_____

Schools attended: Elementary_____ High School_____

Junior High_____ Other_____

_____

Present Employer_____ Address_____

Type of Work_____ What Hours_____

Height_____ Weight_____ List any physical handicaps:_____

_____

_____

How did you hear about this job?_____

_____

List any skills you have which you feel would help our program:_____

_____

Can you Type?_____ Words per Minute_____

List any business or educational machines you can operate:_____

_____

_____

List all occupations in which you have worked:

Occupation	Employer

Have you had any teaching or related experience?

Would you be willing to attend a two-week training session? (At school expense) Yes_____ No_____

How do you feel you can help our program as a Teacher Aide?

ABE WORKSHOP - BUTTE

SCHEDULE
(7-10 p.m.)

Tuesday, Sept. 15	Introduction Why are you here? Who will you be working with? What and how to partially fulfill your goals? Preview of students Filmstrip - "Disadvantaged Mexican - American Children & Early Educational Experiences"
Wednesday, Sept. 16	Characteristics of the under-educated adults - life style and communications
Thursday, Sept. 17	Implication for teaching disadvantaged adults, based upon their characteristics. Technique in teaching adults. TV film - ABE classes in Kentucky with commentary Discussion and role playing with specific problems
Tuesday, Sept. 22	Perception model development Communication problem solving
Wednesday, Sept. 23	Review problem solving Staff problem development
Thursday, Sept. 24	Overview of interview technique, approach, etc. 2 hours actual interviewing in teams (two).
Monday, Sept. 28	Discussion of interview results and problems thereof, with analysis and suggested alternatives.
Tuesday, Sept. 29 Wednesday, Sept. 30 Thursday, October 1	Organization of home classes and procedures to be employed. Instruction in how to use ABE material effectively.

SERVICE CLUBS

LODGES

American Assn. University Women

American Business Womens Association

American Cancer Society Silver Bow Unit

American Legion, S. B. Post 1

American Legion Auxiliary

Automobile Dealers Assn.

Beta Sigma Phi Council

B.P.O.E. 240

Big Brother Club

Boy Scouts of America Vigilante Council #313

Business & Professional Women's Club

Butte Ski Club

Butte Women's Club

Butte Snowmobile Club

Butte Senior Citizens

Butte Ministers Assn.

B'Nale Brith of Butte

Calanthe Temple #3 Pythian Sisters

Camp Fire Girls

Chamber of Commerce

Christian Business & Professional Women's Club

Daughters of American Revolution

Copper City Women's Club

Disabled American Veterans Butte Chapter #6

Disabled American Veterans Auxiliary

Eagles, Butte Aerie No. 11

Exchange Club

Executive Club

Girl Scouts Shining Mountains Council

Heart Assn., Montana (Memorials)

Insurance Women of Butte

Junior League of Butte, Inc.

Junior Women's Club of Butte

Kiwanis Club - Butte

Kiwanis Club - Silver Bow

Kiwanis Club - South Butte

Knights of Columbus

Lions

M.I.A.

March of Dimes

Marian White Arts & Crafts

Mineral & Gem Club of Butte

Modern Woodmen of America

Moose, Loyal Order

Muscular Dystrophy

Masonic Orders

National Business Women's Assn.

Optimist Club

Petticoat Patrol

Pioneer Club

Rocky Mountain Assn. for Retarded Children

Rocky Mountain Council of Garden Clubs

Rotana

Rotary Club of Butte

St. James Community Hospital Auxiliary

Silver Bow County Bar Assn.

Sheriff's Posse, Silver Bow County

Silver Bow County Medical Assn.

Silver Bow General Hospital Auxiliary

Skyline Sportsmens' Assn.

Soroptimist Club of Butte

Square Dance Club

Toastmasters, No. 378

Toastmistresses

United Commercial Travelers

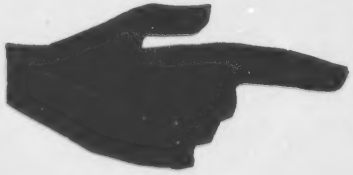
Veterans of Foreign Wars

Vigilante Rodeo & Saddle Club

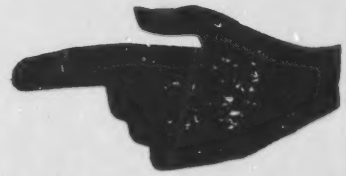
Welcome Wagon Club

Y M C A

Study adult basic education in your home or neighborhood through Butte Vo-Tech Center's PROJECT HOMEBOUND. Instruction and books are free! Courses being taught are:



READING
WRITING
SPEAKING ENGLISH
MATHEMATICS
SCIENCE, and,
those leading to G.E.D.
high school completion.



You may enroll at any time for afternoon or evening sessions.

PHONE 723-3960

THE BUTTE VO-TECH CENTER

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
BUDGET BUREAU NO. 51-R0781

U.S. OE CONTRACT OR GRANT NUMBER

FISCAL YEAR OF AWARD

SPECIAL EXPERIMENTAL DEMONSTRATION PROJECT
ADULT EDUCATION ACT OF 1966, Section 309(b), Title III, P.L. 89-750
PARTICIPANT INFORMATION

The teacher, counselor, or other staff member will interview and fill out this form for each participant of an Adult Basic Education Special Experimental Demonstration Project which is supported by the Office of Education under authority of Section 309(b) of the Adult Education Act of 1966 *(Title III, P.L. 89-750)*. Within two weeks after the participant enrolls in the project, the project director will forward this form to: DHEW/U. S. Office of Education, Bureau of Adult, Vocational, and Technical Education, Washington, D.C. 20202.

PART I - PARTICIPANT DATA

1. NAME OF PARTICIPANT *(Print or type)*

1a. ADDRESS *(Number, street, city, State and ZIP code)*

2. SOCIAL SECURITY NUMBER

3. SEX
A. [ ] MALE B. [ ] FEMALE

1b. COUNTY

1c. CONGRESSIONAL DISTRICT

4. DATE OF BIRTH
MONTH | YEAR

5. U.S. CITIZEN
A. [ ] YES B. [ ] NO

6. MILITARY SERVICE *(If veteran, give discharge date)*
A. [ ] VETERAN A(1) DISCHARGE DATE: _____
B. [ ] REJECTEE C. [ ] OTHER NON-VET

7. MARITAL STATUS
A. [ ] NEVER MARRIED
B. [ ] MARRIED C. [ ] WIDOW/WIDOWER
D. [ ] DIVORCED/LEGALLY SEPARATED

8. HEAD OF FAMILY OR HOUSEHOLD
A. [ ] YES B. [ ] NO

9. PRIMARY WAGE EARNER
A. [ ] YES B. [ ] NO

10. IS ENGLISH THE PRIMARY LANGUAGE SPOKEN IN THE HOME
A. [ ] YES B. [ ] NO

11. LANGUAGE REGULARLY SPOKEN IN THE HOME *(Other than English)*

12. UNEMPLOYED INSURANCE CLAIMANT *(Check one)*
A. [ ] YES B. [ ] NO C. [ ] EXHAUSTEE

13. PUBLIC ASSISTANCE RECIPIENT
A. [ ] YES B. [ ] NO

14. RACE *(Check one)*
A. [ ] WHITE
B. [ ] NEGRO
C. [ ] AMERICAN INDIAN
D. [ ] ORIENTAL
E. [ ] OTHER

15. IF SPANISH SURNAME *(Check one)*
A. [ ] CUBAN
B. [ ] MEXICAN-AMERICAN
C. [ ] PUERTO RICAN
D. [ ] OTHER

16. NUMBER OF DEPENDENTS
A. [ ] 0 D. [ ] 3 G. [ ] 6 AND OVER
B. [ ] 1 E. [ ] 4
C. [ ] 2 F. [ ] 5

17. HANDICAPPED
A. [ ] YES B. [ ] NO

18. HIGHEST GRADE LEVEL COMPLETED IN SCHOOL

19. PREVIOUS JOB TRAINING
A. [ ] YES B. [ ] NO *(If "YES", complete No. 20 and 20A)*

20. JOB TITLE

20A. DATE COMPLETED
MONTH | YEAR

21. PRIMARY OCCUPATION TITLE *(Give specific job designation, such as freight handler, salad girl, etc.)*

22. OCCUPATION TITLE OF LAST FULL-TIME CIVILIAN JOB

23. PARTICIPATION IN OTHER PROGRAMS
[ ] A. NONE
[ ] B. PARTICIPATED IN *(Check all relevant items)*
[ ] (1) WORK EXPERIENCE
[ ] (2) ADULT VOCATIONAL
[ ] (3) MILITARY OCCUPATIONAL
[ ] (4) MANPOWER DEVELOPMENT
[ ] (5) ON-THE-JOB TRAINING
[ ] (6) ADULT BASIC

24. HAVE YOU EVER BEEN EMPLOYED FULL TIME *(at least 32 hours a week)* CONTINUOUSLY FOR A SIX-MONTH PERIOD?
A. [ ] YES B. [ ] NO

25. CURRENT WORK STATUS *(Check one)*
[ ] (1) EMPLOYED FULL TIME *(at least 32 hours a week)*
[ ] (2) EMPLOYED PART TIME *(less than 32 hours a week)*
[ ] (3) UNEMPLOYED BUT SEEKING WORK
[ ] (4) NOT IN LABOR FORCE

26. IF NOT EMPLOYED FULL TIME, GIVE PRIMARY REASON *(Check one)*
[ ] (1) UNABLE TO FIND WORK
[ ] (2) KEEPING HOUSE
[ ] (3) IN SCHOOL
[ ] (4) RETIRED
[ ] (5) NOT SEEKING WORK
[ ] (6) HEALTH PROBLEM
[ ] (7) TRANSPORTATION PROBLEM
[ ] (8) LACKS EDUCATION, TRAINING SKILL, EXPERIENCE, OR HAS OBSOLETE SKILL
[ ] (9) CHILD CARE PROBLEM
[ ] (10) CARE OF OTHER FAMILY MEMBER
[ ] (11) CONVICTION RECORD
[ ] (12) OTHER *(Specify)*

27. YEARS OF GAINFUL EMPLOYMENT	28. ESTIMATED AVERAGE HOURLY EARNINGS ON LAST FULL-TIME CIVILIAN JOB	29. INCOME	
(1) ☐ UNDER 1 YEAR (3) ☐ 3 - 9 YEARS (2) ☐ 1 - 2 YEARS (4) ☐ 10 YEARS AND OVER	$	(1) PARTICIPANT'S ESTIMATED EARNINGS FOR LAST 12 MONTHS	$
		(2) ESTIMATED FAMILY INCOME FOR LAST 12 MONTHS	$

30. REFERRED TO PROJECT BY		31. REASON FOR PARTICIPATION
☐ (1) JOB CORPS	☐ (6) ABE RECRUITER OR COUNSELOR	☐ (1) TO GET A JOB
☐ (2) UNION	☐ (7) RADIO, TV, OR NEWSPAPER	☐ (2) TO GET A BETTER JOB
☐ (3) EMPLOYER	☐ (8) ANOTHER STUDENT	☐ (3) FOR EDUCATION OR SELF-IMPROVEMENT
☐ (4) CHURCH	☐ (9) OTHER *(Specify)*	☐ (4) OTHER *(Specify)*
☐ (5) WELFARE		

PART II - AUTHENTICATION

1. NAME OF CONTRACTOR OR GRANTEE	ADDRESS *(Number, street, city, State, ZIP code)*
2. NAME OF PROJECT	LOCATION OF PROJECT *(address)*

3. DURATION OF PROJECT	4. NAME OF PROJECT DIRECTOR *(Print or type)*	DATE
FROM	SIGNATURE OF PROJECT DIRECTOR	
TO		

5. TITLE OF INTERVIEWER	SIGNATURE OF INTERVIEWER *(If different from Project Director)*	DATE *(Mo., Day, Year)*

GPO 892-330

STUDENT APPLICATION

NAME_____AGE_____
LAST FIRST MIDDLE

ADDRESS_____CITY_____

TELEPHONE_____PLACE OF BIRTH_____

LAST GRADE COMPLETED IN SCHOOL 4 5 6 7 8 9 10 11 12

LOCATION OF SCHOOL_____

SPECIAL INTERESTS AND HOBBIES_____

_____

_____

CLUBS OR ORGANIZATIONS_____

EDUCATIONAL INTEREST BASIC_____GED_____

OTHER_____

DAYS AVAILABLE FOR INSTRUCTION MON. TUE. WED. THUR. FRI.

AFTERNOON_____EVENING_____

Would you meet in the home of a neighbor for instruction?_____

Would you accept others in your home for instruction?_____

If instruction were held in a neighborhood center, would you require:

TRANSPORTATION_____BABYSITTING_____

BASIC INFORMATION

Name of Student_____Sex_____Age_____

Current Address_____

Marital Status: Single__Married__Divorced__Separated__Widower Widow_____

Number of Dependents_____

Last School Attended_____Last Grade Completed_____

TEAM INFORMATION

Instructor_____Name_____Team Number

Master Teacher_____

Teacher Aide_____

Volunteer_____

Time of Instruction	MON	TUE	WED	THUR	FRI	SAT
Day						

Hours of Instruction_____From_____To_____

GENERAL INFORMATION

General Education Development _____Adult Basic Education_____

Date Entered Program_____Date Exit Program_____

Total Hours of Instruction_____Total Classes of Inst._____

Reason for separation from Program:

1._____Course Completed

2._____Employed

3._____Entry into Training Program

4._____Job Change

5._____Lack of Interest

6. Other known reasons

A._____

B._____

C._____

7. Unknown reason_____

PROJECT PREPARE CHILD ENROLLMENT

Child's Name:

Child's Age:

Parents' Names:

Parents' Address:

Educational Level of Father Mother

Is parent an enrollee in Project Prepare?

Ethnic heritage of family:

Language Spoken in the home:

(To be filled in gradually by the teacher)

Parental Attitude:

Materials in Home:

Goals parents desire for child:

Significant others in child's life:

Values for child parents consider important:

Teacher's Name: _____

TEACHERS WEEKLY REPORT

TEACHER _____ DATE _____ TO _____

DAY	STUDENTS NAME	VOLUNTEER & TEACHER AIDE	ADDRESS OF CLASS	HRS OF INST	BASIC OR GED

CLASS RECORD

Student:_____ Team #_____ Curriculum_____

Day and Date of class	Acc.	Instructor	Length of Instruction	Hours Acc.	Remarks

LESSON PLAN

This checksheet will serve as an evaluation of one lesson and a guide to planning for the next one.

Child's name _____ Tutor _____

Date _____ Time _____

1. Objective: (The purpose of this lesson was) _____

_____

2. Student reaction: (How did he respond?)

Rate 1-4 (low to high)

1. showed dislike
2. did not respond
3. responded without emotion
4. responded enthusiastically

_____ to purpose of lesson

_____ to books and materials (describe) _____

_____

_____ to procedures (describe) _____

_____

3. To what extent was the purpose (skill or attitude) achieved? What can he now do?

_____

_____

4. How can the next lesson be designed to improve his attitude or skill?

_____

_____

5. Parent response: _____

_____

_____

LESSON PLANS

DATE: _____ TIME: _____

MATERIALS BEING USED: _____

LESSONS COVERED: _____

COMMENTS: _____

_____

_____

_____

DATE: _____ TIME: _____

MATERIALS BEING USED: _____

LESSONS COVERED: _____

COMMENTS: _____

_____

_____

_____

DATE: _____ TIME: _____

MATERIALS BEING USED: _____

LESSONS COVERED: _____

COMMENTS: _____

_____

_____

_____

DATE: _____ TIME: _____

MATERIALS BEING USED: _____

LESSONS COVERED: _____

COMMENTS: _____

_____

_____

_____

State of Montana
Office of the Superintendent
of Public Instruction
Dolores Colburg, Superintendent
Helena 59601

INDIVIDUAL STUDENT PROGRESS REPORT
ADULT BASIC EDUCATION PROJECT
TITLE III, P.L. 89-750

Due upon project completion

PROJECT NUMBER _____

School District No. _____ City _____ County _____

DIRECTIONS:
1. Please read entire form before completing the blanks.
2. Prepare two copies for each student enrolled in the approved Adult Basic Education Project.
3. Send original to Adult Basic Education Supervisor, Office of the Superintendent of Public Instruction, Helena 59601; retain copy for your files.

SECTION I. BASIC INFORMATION

Name of Student _____ Sex: ☐ M ☐ F Age: _____

Current Address _____

Occupation _____ Marital Status _____ No. of Dependents _____

Last School Attended _____ Last Grade Completed _____

Was student enrolled in any other Title III Adult Basic Education Program during the current fiscal year? ☐ Yes ☐ No If so, where? _____

Classification (check those which apply to this student):

1. ☐ Chronically unemployed
2. ☐ Welfare Recipient
3. ☐ School Dropout
4. ☐ Military Service Rejectee
5. ☐ Migrant Worker
6. ☐ Non-English Speaking
7. ☐ Culturally Deprived, Including Minority Groups
8. ☐ Other (specify) _____

Reason for Separation:

1. ☐ Course Completed
2. ☐ Employment
3. ☐ Entry into a Training Program
4. ☐ Job Change
5. ☐ Lack of Interest
6. ☐ Other Known Reasons (specify)
   (a) _____
   (b) _____
   (c) _____
7. ☐ Unknown Reasons

SECTION II. INDIVIDUAL STUDENT PROGRESS REPORT

Number of Class Hours Present _____ Number of Class Hours Absent _____

Instructional level when initially enrolled: ☐ 1-3 ☐ 4-6 ☐ 7-8

Instructional level when separated: ☐ 1-3 ☐ 4-6 ☐ 7-8

Brief comments on student progress: _____

Pre-test scores _____ Post-test scores _____

Date _____ Signed _____
Instructor

7262-411.210-7/69 Rev. b

TEACHER'S FORM

Student Evaluation Report

Due: June 25, 1971, under 75 words, TYPED. Please be as honest and realistic as possible.

Guidelines:

1. Name, race, age, sex.

2. Entrance level and educational background:

   A. No schooling.
   B. Education in foreign school.
   C. Primary, grades 1-3.
   D. Intermediate, grades 4-6.
   E. Junior High.
   F. Senior High.
   G. Any other educational experience.

3. Accomplishments:

   A. Specific, for example: Speaking, Reading, Writing, GED, employment, citizenship.

   B. Attitude.

4. Materials used, approach, methods.

STUDENT'S EVALUATION OF PROJECT

STUDENT'S NAME

ADDRESS

PHONE

1. TEACHER'S COMPETENCY_____
2. TEACHER'S RELIABILITY_____
3. TEACHER'S PREPAREDNESS_____
4. PROGRAM'S EFFICACY_____
5. DO YOU WANT MORE INSTRUCTION?_____
6. WILL YOU CONTINUE IN ABE IF PROGRAM IS DISCONTINUED?_____
7. WOULD YOU ATTEND A NEIGHBORHOOD CENTER?_____
8. ARE YOU SATISFIED WITH CURRICULUM?_____
9. DO YOU HAVE SUFFICIENT BOOKS AND SUPPLIES?_____
10. WILL YOU CONTINUE IN THIS PROGRAM IF WE ARE REFUNDED?_____

PROJECT PREPARE

PARENT QUESTIONAIRE

1. What did you like about this program?

2. What did you dislike about this program?

3. How do you plan on working with your child when this program ends?

PARENT INTERVIEW RECORD

Parent _____

Date _____

(The teacher will complete this form after each conversation or interview or home visit with a Project Prepare parent. In most cases, some of the items below will not have to be completed.)

1. Did you observe the parent
   ____a) play with his child
   ____b) talk with his child
   ____c) read to his child
   ____d) teach his child home chores
   ____e) take his child somewhere new?

(Check the appropriate lines above)

2. Did the parent mention having
   ____a) played with his child
   ____b) talked with his child
   ____c) read to his child
   ____d) taught his child home chores
   ____e) taken his child somewhere new?

(Check the appropriate lines)

3. What parent-child activities did you observe (or the parent mention) that were not originally suggested by Project Prepare staff?

4. Summarize in this space any of the parent's remarks that suggest how he feels about play as a necessary learning activity. List also any comments you heard the parent direct at children who were playing in your presence.

PARENT INTERVIEW RECORD

5. If this parent is one who has neglected safety, emotional or physical needs of his children, what did you do to inform him of those needs, and what changes, if any, in his behavior or attitude did you observe?

6. Describe briefly to what uses the children were putting any objects and materials around them. Note especially which motor and reading readiness skills the child has. List any such uses or skills reported to you by the parent.

7. List any project materials or methods which the parent mentioned as particularly good.

WEEK ENDING _____ 1973

Teacher _____
Date _____

TEACHER'S WEEKLY LOG

(Teachers will complete this form at the end of each week. Some weeks there may be nothing to report on one or more of the items below.)

1. List below the suggestions or procedures you communicated to parents to help them become involved in their children's education.

2. Summarize below any remarks parents made in class which (a) indicated their attitudes toward children playing, or (b) indicated the activities they have shared with their children.

3. List below - not necessarily by name - those individual children of your students who suffer from neglect of some safety, emotional or physical need. Describe briefly their situation as you understand it. In succeeding weeks, describe how that situation has changed.

4. List below any class trips or activities in which children of your students were included.

TEACHER'S WEEKLY LOG

5. Summarize below any remarks by your students as to the skills their children possess or the materials and objects their children play with.

6. Check your daily lesson plans for this week to make sure that the materials you have developed and the methods you used are described. Not any additional methods or materials in the space below.

7. Which of the materials and methods you used this week worked well? How have you informed the other project teachers of these?

8. What progress can be recorded for parent's individual achievement?

DROP-OUTS AND ACCOMPLISHMENTS

DROP-OUTS

	Students	Percent
Never attended class	13	4.0%
Lack of interest	29	9.0%
Moved from city	16	5.0%
Family problems	3	.9%
Sickness in family	2	.7%
Eloped	2	.7%
Dropped because of work	6	1.7%
	71	22.0%

ACCOMPLISHMENTS (Terminated Program)

	Students	Percent
Entered MDTA Training (Basic)	13	3.9%
Entered Butte Business College	1	.4%
Entered Butte Vo-Tech School	9	2.7%
Passed General Education Development test	24	7.0%
Entered Butte High School	1	.4%
Entered into College	2	.6%
Attained gainful employment	12	3.6%
Completed program	1	.4%
	63	19.0%

ACCOMPLISHMENTS (Remaining in program)

	Students	Percent
Moved from individual instruction to group	37	10.8%
Registered to vote	11	3.2%
Passed Driver Examination (written)	10	2.9%
Passed Government test (GED)	26	7.6%
Passed Naturalization test	9	2.6%
Entered Nurses Aide Training	2	.6%
Students who have taken GED (Scores not rec'd)	48	14.0%

Note: Percent based on 342 students

PROJECT HOMEBOUND

Age Group

	N/A	Under 19	20-29	30-39	40-49	50-59	60-Over
Students	9	55	96	73	40	23	10
Percent	3%	18%	31%	25%	13%	7%	3%

Grade Level

	N/A	0	1	2	3	4	5	6	7	8	9	10	11	12
Students	11	7	0	3	7	7	2	15	21	74	38	64	38	19
Percent	4%	2%	0%	1%	2%	2%	1%	5%	7%	24%	12%	21%	12%	7%

Area

	Model Neighborhood Area	Non-Model Neighborhood Area
Students	190	116
Percent	62%	38%

Active Students

Students	117	76
Percent	38%	25%

Drop-Outs - Accomplishments

Students	73	40
Percent	24%	13%

Birthplace

	N/A	Butte	Montana	Non-Montana	Foreign
Students	29	88	44	87	58
Percent	9%	29%	14%	29%	19%

Sex

	Male	Female
Students	107	199
Percent	35%	65%

Active Students

Students	69	124
Percent	23%	40%

Drop-Outs and Accomplishments

Students	38	75
Percent	12%	25%

Welfare Students

Students	22
Percent	7%

Minority Groups

	Mexican-American	American Indians	Spanish-American
Students	32	19	11
Percent	10%	6%	4%

Instruction and Classes

	Hours	Classes
October	458:05	167
November	657:40	226
December	524:00	197
January	1038:15	370
February	1354:00	490
March	1877:25	588
	5909:25	2038

TOTAL STUDENTS

Age Group

Grade	N/A	Under 19	20-29	30-39	40-49	50-59	Over 60	Total	Percent
N/A	0		1	4				11	3.2
0			1	2	1	1	3	8	2.3
1								0	
2			2		1			3	.9
3			2	3	1		1	7	2.1
4			1	4	3	1		9	2.6
5				2		1		3	.9
6		2	6	3	3		3	17	5.0
7	1	3	8	3	5	1	2	23	6.7
8		9	27	12	17	13	1	79	23.1
9	1	8	14	12	5	3		43	12.6
10	1	25	24	17	4	2	1	74	21.6
11	1	15	19	6	2	1		44	12.9
12		1	6	10	2	2		21	6.1
Total	10	63	111	78	44	25	11	342	
Percent	2.9	18.4	32.4	22.8	12.8	7.6	3.1		100

96 END